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ABSTRACT

GRADES OR AGES: Junior and senior high school. SUBJECT MATTER: Health, physical education, and safety. ORGANIZATION AND PHYSICAL APPEARANCE: The handbook is divided into three general areas: a) basic information and program organization for teachers, b) activity instruction, and c) health instruction. The second section includes both individual and team sports. The third section is divided by grade level. OBJECTIVES AND ACTIVITIES: Suggested activities are included for each topic at each grade level in the health instruction section. INSTRUCTIONAL MATERIALS: None listed. STUDENT ASSESSMENT: Skill and proficiency measurements for physical activities are discussed. No assessment procedures are included for health education. (HMD)

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BUILDING HEALTHIER

YOUTH

A

GUIDEBOOK

IN

HEALTH, PHYSICAL AND SAFETY EDUCATION

FOR THE

SECONDARY SCHOOLS OF THE

NORFOLK CITY PUBLIC SCHOOL SYSTEM

NORFOLK, VIRGINIA

1971

SP008 160

U.S. DEPARTMENT OF HEALTH,
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SUPERINTENDENT'S MESSAGE

This Guidebook is the result of the efforts of the entire secondary school Health, Physical and Safety Education staff to put into writing the essentials of the courses in that department. The cooperation of a conscientious group of teachers, working together, makes such results possible.

Each topic outlined is the product of actual teaching experience and should furnish all teachers in this department with the necessary foundation for a meaningful program for boys and girls.

The administration commends those who have participated in the production of these course outlines. We are happy to use it as a pattern for our Health, Physical and Safety Education program in the secondary grades.

E. L. Lamberth
Superintendent of Schools

FOREWORD

The need for increased emphasis upon health and physical education is greater today than at any time in our history. The bounding rates of drug abuse, venereal disease, and crime are well documented by the news media. Most of these public concerns can best be attacked by thorough and comprehensive educational programs. The very survival of the individual pupils attending our schools may well depend upon the success which teachers of health and physical education have in imparting the correct information at the right time to all of our youth.

The charge implied by this guidebook is awesome, but not impossible to execute. With skillful and sensitive instruction, there should be no reason not to expect that our youth can be helped in assimilating the most desirable skills and attitudes in Health, Physical and Safety Education.

R. M. Forster
Assistant Superintendent
Curriculum and Instruction

INTRODUCTION

This Guidebook attempts to present a pattern or framework for the Health and Physical Education program in the secondary schools of Norfolk. The materials included pertain to those areas which are of vital concern to administrators and teachers of Health and Physical Education.

Included in the Guidebook are points of view which explain the nature of the program and its place in the total educational scheme. The book emphasizes not only the importance of a varied program in physical activities, but also, the urgent need for health instruction in this technological age.

It emphasizes the importance of teacher growth and shows ways of improving instruction. The Guidebook is concerned with the public and professional relations of the physical education staff, and presents some suggestions which should be helpful to the administration in evaluating the contribution of the physical education personnel with respect to public and professional relations. These suggestions should also be helpful to the teacher in his efforts to improve community relations.

Throughout the guide, emphasis is placed on the necessity of the teaching of skills as part of the quest for quality instruction.

Greyson Daughtrey, Director
Health, Physical Education and Safety

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GENERAL INFORMATION

The principal aim of gymnastics is the education of all youth and not simply that minority of people highly favored by Nature.

Aristotle (350 B. C.)

GENERAL INFORMATION

BASIC POINT OF VIEW

The purpose of Health, Physical and Safety Education is education. Just as all education is concerned with the greatest possible development of the individual, equipping him to live more effectively in a democratic society, so is Health, Physical and Safety Education designed to help meet the needs of the individual and the needs of society.

However, the program of Health, Physical and Safety Education makes several unique contributions to the total development of boys and girls. These contributions may be attained through incorporating in the curriculum the following philosophy.

Divisions of the Program

In order that accepted standards be met, a program should include the following:

A. Instructional Phase
  1. Activity Instruction
  2. Health Instruction
B. Intramural Laboratory
  1. School Intramurals
  2. City-Wide Intramurals

Orientation and Student Choice

The program of Health, Physical and Safety Education must be based upon the needs and interests of pupils. Further, the scope of interest can be extensively increased through careful orientation of activities in the junior high school and intensive teaching based upon pupil choice in the senior high school.

Remote Needs

The curriculum of Health, Physical and Safety Education should provide the student instruction in sports which have great carry-over value. This will enable him to make use of and enjoy more fully all of the recreational facilities provided by the school and community, such as golf courses, tennis courts, bowling alleys and swimming facilities.

Immediate Needs

The curriculum in Health, Physical and Safety Education should provide all pupils instruction in group games, individual sports, conditioning exercises and other activities which will meet their immediate physiological needs.

Health and Safety Instruction

The total program in Health, Physical and Safety Education should inspire each pupil to achieve the maximum in mental, physical and emotional health by the development of proper health and safety attitudes and habits. This can be accomplished through direct health instruction embodying experiences and problems involved in the formation of sound health habits and practices. This phase includes instruction in safety, personal hygiene, control of diseases, nutrition, mental health, stimulants and narcotics, physiology of exercise, public health services and first aid.

STATE LAW

"All pupils, in all the public elementary and high schools of the State shall receive as part of the educational program such examinations, health instruction and physical training as shall be prescribed by the State Board and approved by the State Board of Health, in conformity with the provisions hereof."

Title 22, Chapter 12, Article 3,
Section 22-243 of the Code of Virginia

LOCAL SCHOOL BOARD RULINGS

Health and Physical Education Requirement

In the secondary schools of Norfolk, Health and Physical Education is required with full credit toward graduation in the eighth through the tenth grades. It may be elected with full credit towards graduation in the eleventh and twelfth grades. All pupils are required to take Health and Physical Education in the seventh grade, but since the seventh grade in all subjects is an exploratory program, no credit is allowed.

Driver Education Cars

1. The automobiles provided shall be used only for instructional purposes for high school pupils during school hours.
2. Automobiles shall not be used for personal driving after school nor shall they be used for private driver-training instruction.
3. The automobiles shall be housed in the school building overnight.

Examination of Athletes

1. All candidates for teams must be examined before practice begins. All examinations must be made by a school physician. The dates for all examinations must be cooperatively determined by the principal, medical director and director of health, physical and safety education.
2. Candidates for football must be examined in August before practice begins.
3. Candidates for cross-country must be examined in September before practice begins.
4. Candidates for basketball, wrestling, indoor track and swimming must be examined in November before practice begins.
5. Candidates for track, baseball, golf and tennis must be examined in February before practice begins.

6. Candidates who miss the examinations must be examined before practice begins by a medical doctor at the candidate's or the school's expense.
7. Triplicate copies must be made of the examination results; one is to be retained in the principal's office, one sent to the medical director, and one to the office of the director of health, physical and safety education.

PROCEDURES IN SCHEDULING PUPILS

Teacher Load and Time Allotment

The teaching load of the physical education teacher should be equivalent to that of other classroom teachers, with a maximum of forty pupils per class. For efficient work, the class assignments should not exceed five clock hours or the equivalent class periods per day.

Scheduling by Grades

It is imperative that pupils be scheduled by grades. Each teacher should be careful that adjustments, when necessary, be made to teach only pupils of the same grade.

Absence From Class

Policies in regard to absence from physical education classes should conform to policies for other phases of the school program.

RESPONSIBILITIES

Department Head

It is expected that the department head will:

1. Work in harmony with the principal, other administrators, and supervisors in developing the instructional program.
2. Serve as a leader among the teachers in planning the instructional program.

3. Coordinate activities within the department and with other departments.
4. Assist in the orientation of new teachers.
5. Provide and give assistance in the use of instructional materials and assist in selecting teaching aids.
6. Promote better teaching practices.
7. Participate in planning the whole school program.
8. Assist in developing, administering and interpreting outcomes of the testing program.
9. Hold monthly departmental meetings.
10. Visit classes and work with individual teachers.
11. Be responsible for all equipment in the department.
12. Prepare an inventory of equipment and supplies not later than June 1 for the next school year.
13. Serve as coordinator of the intramural program and the instructional program.
14. Supervise all intramural records and instructional results which should be entered on the permanent record cards.

Teachers

It is expected that the teachers will:

1. Attend faculty and departmental meetings.
2. Be responsible for all supplies for their classes.
3. Check to see that each pupil has proper uniform.
4. Evaluate pupils in keeping with the plan outlined.
5. Enter grade and intramural records on permanent record cards.
6. Have pupils fill out carefully the individual cards.
7. See that leaders in each class are appointed or elected and have meetings at designated times.

8. Cooperate to the fullest extent with other teachers in the department.
9. Supervise dressing room while being used by class.
10. Be responsible for safety of pupils and proper facilities.
11. Acquaint pupils with all pupil responsibilities.
12. Stay with their classes at all times.
13. Cooperate with department head in his efforts to improve instruction.

GENERAL REGULATIONS

Dress

1. Pupils in all classes should be required to dress appropriately for physical education classes each period.
2. Every pupil must have the following complete uniform by the second week of each term:
    a. Standard blue trunks and white shirts for boys; standard one-piece blue uniforms for girls.
    b. Shoes (tennis or basketball).
    c. Dungarees for cold days when class goes outside.

MISCELLANEOUS REGULATIONS

Class Procedures

1. Every pupil must report for the physical education class fully dressed within five minutes after tardy bell.
2. All valuables should be locked in individual locker or be deposited at office for safe keeping.
3. Smoking will not be allowed in the gymnasium or on the playground.
4. Each pupil must stay in his assigned teaching station.
5. Eating in the class is prohibited.

Excuses

1. Pupils may be excused from the activity program temporarily in case of illness. A note must be brought from the parent stating the reason.

This note must be approved by the nurse before student comes to class.

2. Pupils with requests from their physicians stating that they be excused from physical activity, shall be excused temporarily upon the advice of the school physician. These pupils will attend the regular health classes and may be assigned to study hall on other days. They shall return to physical education as soon as possible.

3. Full credit for physical education will be given to pupils who have been permanently excused from the activity program on the advice of the physician only if the pupils satisfactorily pass the health instruction and written activity tests designed by the teachers.

Showers

Pupils are required to take showers. Girls may be excused by a note from the parent.

Handbook

In order to prevent misunderstanding, every teacher shall have each pupil take home the Handbook for Pupils and Parents. Parents should sign the section reserved for parental comment and return the Handbook to the school. Teachers should use these comments for guidance purposes and keep the Handbooks on file.

TEACHER GROWTH

Professional Training and Improvement

Physical education is a phase of education, and the background of those who teach in this department must necessarily include a thorough knowledge of the purposes of education. Adequate preparation for teaching is of greatest importance in realizing the purposes of education. One qualification for teaching physical education in a secondary school should be a college degree with a major in physical education. To accomplish the purposes of education, continual improvement of the instructor's methods and practices and continuous study of the nature and needs of the pupils are demanded. There is a great deal of literature available in the form of books, magazines and pamphlets pertaining to physical education and the general field of education which should be read by all physical education teachers. In addition to the teacher's professional reading program, attendance at workshops and professional meetings is helpful in improving the quality of teaching.

Professional Organizations

Active participation in the professional organizations will enable the instructor to have a better understanding of school problems and will help him in the solution of local problems. The personal contacts which the teacher makes as a member of these organizations influence his local program through the acquisition of new ideas and methods.

Some of the professional organizations in which the physical educator should participate are the local, district, state and national teacher's associations; the Virginia Association for Health, Physical Education and Recreation; and The American Association for Health, Physical Education and Recreation. Other organizations of interest are the National Recreation Association and the National Safety Council. Teachers are urged to become a member of the American Association for Health, Physical Education and Recreation.

COMMUNITY RELATIONS

No teacher within the school system has a greater opportunity to contribute to the wholesome growth and development of the pupil than does the teacher of physical education. The intense interest of the pupil and townspeople in physical education activities and the appeal of the play situation provide an opportunity for excellent community-teacher relationships. To realize the full potential of his influence, the physical education teacher should inspire the admiration and confidence of pupils, faculty and others in the community. His personality, actions and appearance should reflect the ideals of the profession as a whole. The physical education class is a laboratory where the individual develops concepts not only through reading as they do in conventional classrooms, but also by actual practice.

Interpreting the Physical Education Program

The physical education program, by its very nature is one phase of the total program in which the community is vitally interested. The manner in which this information is presented will largely determine the program's success. There are many media which may be used to advantage. Some of these media are as follows:

Pupils - The public gains its major impressions of the school from the pupils. The pupil develops opinions of the physical education program, makes them known to his parents who, in turn, pass them on to others in the community.

Newspapers - Newspapers are a powerful factor in the molding of public opinion. Since so many benefits may be derived for the school program through newspaper publicity, it is to the advantage of the physical educator to give serious thought to the organization and presentation of material submitted to the newspapers.

Demonstrations - The demonstration in the physical education program may be used successfully to create public interest and develop community support. Many activities of the program lend themselves to this type of promotion.

Television - Television has become a very effective means of molding public opinion in everyday life. Television managers generally are citizens vitally interested in the health and social welfare of the community, and they often seek programs showing the importance of health, physical and safety education.

Assembly Programs - School assembly programs afford excellent opportunities to familiarize the student body and faculty with the aims and accomplishments of the physical education program. Since there is a continual demand for new and worth-while assembly programs, the school administrator is usually receptive to including physical education in the yearly calendar.

Faculty and the Administration

It is important that all members of the faculty and the administration understand the program of physical education. The health and physical education teacher should seek opportunities to interpret the program to these people. One method of doing this is in the faculty meetings. The professional respect which other members of the faculty have for the health and physical education teacher often determines the amount of support which they give the program. Therefore, in addition to professional ethics, the health and physical education teacher should possess the ability to discuss intelligently the problems of education with other members of the faculty, the principal and the school administrators.

ORGANIZATION

The discovery of the educational possibilities of the play side of life may be counted one of the greatest discoveries of the present day.

L. P. Jacks (1932)

BASIC HIGH SCHOOL CURRICULUM

INSTRUCTION

Required Daily From Grade 7 Through 10

Health Instruction
Alternates weekly with
Activity Instruction

Elective in Grades 11 and 12

Activity Instruction
Alternates weekly with
Health Instruction

PROBLEM AREAS

Seventh Grade

- Safety in Physical Education and Athletics
- Safe School Environment
- Smoking and Health
- Behavior Problems
- Home Safety
- Fire Safety
- Bicycle Safety and Pedestrian Safety
- Firearm Safety and Vacation Safety

Eighth Grade

- Nutrition
- Personal Hygiene
  - Eyes
  - Ears
  - Teeth
  - Feet
  - Good Grooming
- Boy-Girl Relationships
- First Aid, Disaster Safety
- Boating Safety
- Drug Education

Ninth Grade

- Disease Control
  - Tuberculosis and Emphysema
- Heart Disease
- Cancer
- Diabetes, Epilepsy, Arthritus
- Venereal Disease
- Drug Education
- Driver Education
  - Classroom Instruction Required in 9th Grade (36 hours)

PROBLEM AREAS

Tenth Grade

- Emotional Health
- Alcohol Education
- Drug Education
- Smoking and Health
- Health Fads
- Personality Development
- Practice Driving (6 hours)

Eleventh and Twelfth Grades

- Exercise Physiology
  - Systems Involved:
    - Digestive
    - Excretory
    - Reproductive
    - Muscular
    - Skeletal
    - Circulatory
    - Nervous
- Public Health Services
- Health Careers
- Human Growth and Development

SKILL TEACHING

1. Volleyball
2. Tennis
3. Hockey
4. Basketball
5. Softball
6. Golf
7. Rhythms
8. Tumbling
9. Track
10. Bowling
11. Touch Football
12. Table Tennis
13. Wrestling
14. Skill Tests in Above
15. Conditioning Exercises
16. Proficiency Tests

Junior High School

Emphasis is placed on orientation.

Senior High School

Emphasis is placed on specialization and student choice.

The text, Physical Education for High School Students by the AAHPER, is used by our students.

INTRAMURAL LABORATORY

→ Competition in activity taught in the instructional program.

↓

→ After School Intramurals

↓

City-Wide Intramurals.

ORGANIZATION

A planned program in health instruction carried on in conjunction with the activity instruction program is the most realistic approach for attaining the objectives of a program in health and physical education. This combination provides a common core of learning that enables us to place health as one of our chief objectives. Nowhere in the curriculum is there a more natural combination of learnings than those taking place in the activity instruction and the health instruction. In no other place is the need for instruction in nutrition, personal hygiene, safety, disease control, and social adjustment brought out more clearly than in the teaching of sports, skills and attitudes.

ORGANIZATION FOR HEALTH AND PHYSICAL EDUCATION INSTRUCTION

Orientation in Junior High School

In the junior high schools, the pupils who constitute the health classes remain the same for the activity program. They rotate around the various physical education activities as shown in the activity organization chart on pages 33 through 37.

The junior high school program is chiefly an orientation plan in which pupils are exposed to a variety of physical education activities in order to get an overview of the basic program. During the junior high period, pupils are motivated to increase their interest and efforts to improve their performances in activities presented to them. Films and film strips are used in conjunction with other methods which allow each pupil to have adequate instruction in the activity. The same activity should be experienced several consecutive days to give pupils a sense of satisfaction in the skill performance of the activity.

Pupil Choice in the Senior High School

In the senior high school, pupils in the activity phase are allowed to choose those activities in which they wish to receive more intensive instruction and participation. This is in keeping with the philosophy that the program should be based on the needs and interests of pupils. The purpose of pupil choice is to provide the best instruction possible for each activity selected.

The senior high school program is chiefly a selection program. Selections have two aspects; one relates to choosing the activity of one's choice; the other, to choosing a variety of activities. To aid pupils in their selection, friendly guidance of the teacher is needed to direct the interest of the pupils toward varied activities. Pupils will choose from these activities the one in which they desire to receive intensive instruction and participation. Groups will be formed according to the activity. Having selected an activity, pupils must stay with it for the entire choice period. Skills that aid in the performance of the activity should be stressed along with the actual participation in the activity. During this period pupils aim to increase their skill in the chosen activity. Class organization should allow many opportunities for self-expression and leadership.

The pupils in the health classes in the senior high schools remain with the same group for the entire term; however, during the activity, classes may be scheduled from the various grade levels.

Classification Within the Class

In order to provide equal opportunity for progression and development of innate potentialities, the pupils should be classified within each class after the classes have been formed. The type of classification used depends upon the activity. The following types are examples:

1. Height - volleyball, basketball

2. Juniors and Seniors - track events
3. Weight - wrestling
4. Pupil selection - basketball, volleyball and other team sports
5. Beginners, intermediate and advanced - tumbling, tennis, bowling, golf.

Ability Grouping

Teachers should group pupils according to their ability in as many groups as space, facilities and equipment allow. The procedure for grouping should be as follows:

Inventory

All pupils should be tested to determine their ability in a given skill.

Grouping

After the inventory each pupil should be placed in a group with pupils of similar ability. The following figure illustrates how a class in basketball might look after pupils have been grouped by ability.

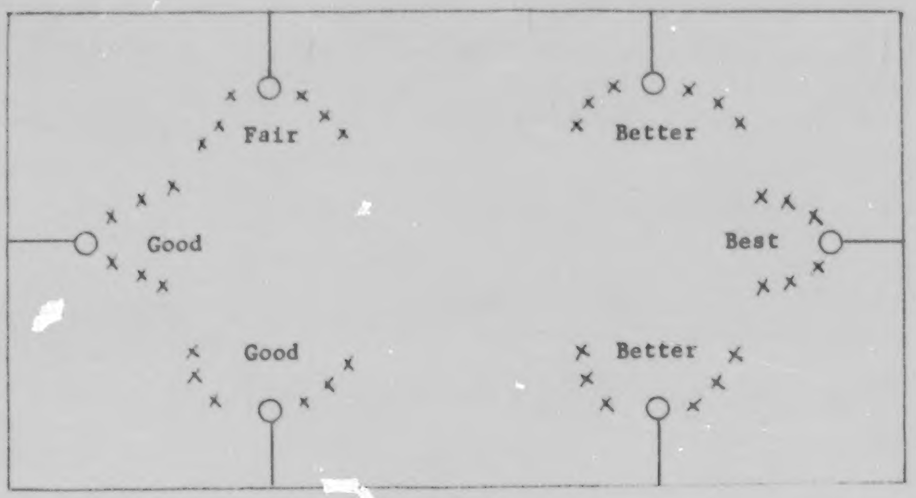

Figure 1: Grouping pupils for teaching the lay-up shot in basketball.

Alternate Use of Facilities

In the high schools of Norfolk the physical education facilities are used alternately by the boys and girls. When the girls are using the gymnasium and play fields, the boys are having health instruction in the regular classrooms. The girls have health instruction when the boys are in the gymnasium and play field. This plan provides the needed teaching stations for the number of pupils who are reached each day in our high schools. This plan also provides more equipment for use by both groups.

Time Allotted to Physical Education and Health Instruction

The plan in the Norfolk high schools is to place equal emphasis on health instruction by allowing one week for health instruction and one week for activity.

This plan allows, during a six-week period, three weeks for activity instruction and three weeks for health instruction in the senior high school. In the junior high school, Friday of each health week will be used for orientation in the activity to be taught the following week in the activity classes.

Physical Education - A Teaching Program

The classes in physical education and health are designed primarily for teaching skills. In many instances, the program may be a recreational program with little teaching involved. This defeats the purpose of the program; and teachers should be very careful in planning their work to prevent this situation. The instructional areas shown later in this guide will assist the teacher in planning her work to include ample teaching in the program.

Textbook

In order to assist pupils in their acquisition of skill knowledge and to aid the teacher in presenting these skills, the text published by the American Health and Physical Education Association has been adopted. This book is the basic skill guide for all teachers.

FIRST WEEK OF TEACHING

The first week is the most important part of the term. Pupils form impressions which have a lasting effect on their relationships with the teacher. The effective organization of the term's work depends largely upon the time spent on details during the first week.

Organization First Week - Junior High School

Formation of Classes

Groups which are assigned to health and physical education should be divided into equal classes by grades. The number of classes will be determined by the number of teachers assigned to the particular period. These classes will remain intact with the teacher for the entire term for both health and activity instruction.

Individual Record Cards

Each teacher will take his class to a station and have pupils fill out individual record cards.

Permanent Record Cards

All new pupils will fill out permanent record cards. These cards carry the permanent records for pupils in the instructional and intramural programs. All ninth grade cards will be sent to the department head in the senior high school at the end of the year.

Rotation

Each class rotates around the activities, spending the amount of time shown in the instructional section in this guide. The teacher remains with the class in all activities and in health instruction.

Explanations

Teachers should fully explain the physical education requirement, alternate weekly use of health rooms and activity stations, credit for graduation, lockers, locks, uniforms, showers, towels, etc.

Orientation

Each Friday of the health week is devoted to the text in physical education and in discussing the activity to be taught in the gymnasium the following week.

Handbooks

In order to prevent misunderstandings, each teacher shall have every pupil take home the Handbook for Pupils and Parents. Parents should sign and return the section reserved for parental comment. Teachers should file these for guidance purposes.

Organization First Week - Senior High School

Formation of Health Classes

Pupils who are assigned to health and physical education should be divided into equal health classes by grades. Forty pupils per period is the recommended class size. The number of classes will be determined by the number of teachers assigned at the particular period. These classes will remain intact with the health teacher for the entire term but will change in activity instruction according to pupil selection of sports.

Pupil Choice

Teachers should allow pupils to make their choice of activities in each choice period as shown in the instructional section. It is extremely important that this phase of the program be carefully planned and executed.

Individual Cards

Each teacher will take her class to a station and have all pupils fill out the individual record cards. The card rotates from teacher to teacher according to the choice made by pupils each choice period. Teachers will evaluate pupils on the activity chosen and return the card to the health teacher at the end of the choice period. The health teacher will combine the health and activity grades and make the final evaluation.

Permanent Record Cards

These cards carry the permanent records for pupils in the instructional and intramural programs; all new pupils should fill them out. All junior high cards are sent from the junior high schools to the senior high schools after the students graduate from the junior high school.

Explanations

Each teacher will explain the physical education requirements, alternate weekly use of health rooms and activity stations, credit for graduation, lockers, locks, uniforms, showers, towels, etc.

Handbook

In order to prevent misunderstandings, each teacher shall have every pupil take home the Handbook for Pupils and Parents. Parents should sign and return the section reserved for parental comment. Teachers should file these for guidance purposes.

ACTIVITY INSTRUCTION

The time has come when recreation for all must become as universal as education for all.... This means an increased emphasis on physical education.

Joy Elmer Morgan (1[illegible]32)

ACTIVITY INSTRUCTION

The textbook, Physical Education for High School Boys and Girls, published by the American Health and Physical Education Association shall serve as the foundation for the teaching of skills in all activities. Teachers should use the text to give direction to their program. Pupils should use the text to acquaint themselves with the fundamental skills and background of the activities in which they are participating.

Individual Record Cards

The individual record cards are of great importance to the teacher. On this card are spaces for the daily attendance, grades, fitness test results and other valuable information.

Emphasis on Instruction

The importance of instruction cannot be stressed too often. There is no place in the program for the informal "throw-out-the-ball" type of teaching. Teachers are expected to follow the Basic Lesson Plan shown later in this section. This plan organizes the class period in a manner that provides for instruction and adequate time for participation. The plan gives meaning to the class period.

TEAM SPORTS AND GAMES

The sports program offers an opportunity for the students to meet their immediate developmental physical needs through participation in activities demanding speed, strength, skill and endurance and an opportunity for them to enjoy the relaxation and wholesome fatigue which accompany such activities. Under wise guidance, team games may serve as one of the best laboratories where students may develop socially desirable traits and characteristics. Perhaps no aspect of the program affords a greater opportunity for inculcating in our youth the fundamental principles of democracy than that provided by such group activities.

Pupils in all activities should be placed in small groups based on ability. As pupils improve they should advance to a more proficient group. The team sports involved in the program are basketball, touch football, volleyball, softball, and hockey.

INDIVIDUAL SPORTS

Individual sports are offered to provide an opportunity for students to develop skills and interests which will encourage active participation in physical recreation during leisure time. These activities offer great carry-over value for the individual or small group in which skill is easily measured by the participant. In instances where classes are large, it may be necessary for effective teaching, to select a small group for basic instruction in the individual sport. The remainder of the class should be organized in a team sport situation where large numbers may be used. Volleyball and softball are examples of good overflow activities which may be used in the following individual sports.

Golf

Primary emphasis should be placed on the fundamental skills: stance, grip, swing, and follow-through. Skills should be taught to a small group while others participate in an overflow activity. Fundamentals involved in hitting the ball correctly with various iron clubs are practiced in gymnasium using rubber mats and plastic balls. Putting techniques can be developed and perfected by using carpeting and metal cups. Pupils should be organized into small groups based on ability (eight or ten) adequately spaced apart for safety. Retrievers should be used to return balls.

Table Tennis

Emphasis should be placed on teaching skills. A sufficient number of tables is available to accommodate an entire class. Pupils should be grouped by ability.

Wrestling

The basic wrestling skills should be taught in the progression shown in the curriculum guides. Particular attention should be placed on safety precautions in the sport. Pupils should be grouped by ability.

Bowling

The basic bowling skills should be taught in the progression shown in the instructional guide. Emphasis should be placed on head-pin bowling. Pupils should be grouped by ability.

Track (indoor)

The fundamentals and skills of track starts, 10 yard dash, passing the baton, standing broad jump, and hurdles should be emphasized in indoor track. Pupils should be grouped by ability. (For program for girls, see curriculum guide).

Track (outdoor)

In outdoor track, the skills of the running broad jump, hurdles, dash, 220 yard dash, 440 yard dash, relay, and the shot should be emphasized. Pupils should be grouped by ability. (For program for girls, see curriculum guide.)

Tumbling

The skills in tumbling should be taught in the progression shown in the curriculum guide. Safety precuations should be taught and particularly emphasized in the activity. Pupils should be grouped by ability.

Tennis (Indoor)

In the indoor tennis program, the basic skills listed in the Guidebook should be taught in progression. Emphasis should be placed on correct grip and stroke, control of racquet, keeping the eye on the ball, and relays and games which emphasize these skills. Pupils should be grouped by ability. Retrievers should be used to return balls.

Tennis (Outdoor)

Emphasis should be on furthering skills listed above and court play (singles and doubles).

SKILL TESTS

1. Give skill tests at the end of each six weeks on the activity taught.
2. See text for skill description.
3. See end of this section for description of proficiency tests.

PROFICIENCY TESTS

(See end of this section for description)

Boys	Girls
Chin	Wall Push (30 sec.)
Dash (50 yds.)	Sit-Up (30 sec.) (flexed knees)
Sit-Up (min) (flexed knees)	Dash (40 yds.)
Standing Broad Jump	Agility Run (30 yds.)
Agility Run (40 yds.)	Pull-Up (modified)

TUMBLING

Tumbling is included in order to provide opportunity for certain individuals to develop latent potentialities which are peculiar to their physical, emotional and mental capacities. There is a certain amount of carry-over in this activity and pupils should be provided the opportunity for instruction in it.

Safety in Tumbling

This activity provides great opportunity for the development of innate potentialities on the part of the pupil. It has great carry-over into sports such as diving, football, and any other sport where gravity has to be taken into account. Individuals who excel in tumbling are not injured as frequently in football and other sports where it is necessary, at times, to manipulate the body with the feet off the ground. However, the nature of tumbling necessitates extreme caution in order to prevent injury. It is important that the teacher never leave a group unsupervised. In teaching this activity, the teacher should follow a progressive plan starting with the simplest activity and leading to the more difficult.

RHYTHMIC ACTIVITIES

Rhythmic movements are the oldest forms of expressing human emotions. From the time of primitive man until the complex world of today, man has expressed the needs, desires and emotions of the society in which he lives through rhythmics.

Rhythmic movements should be preserved in our schools for various reasons: (1) It is a wholesome, joyous experience for which sports or gymnastics are no substitute, especially for girls; (2) It is a socializing and recreative force for both boys and girls; (3) It contributes to the physiological development of the body. Exercises to music, skill movements to music, and the basic movements such as walking, leaping, and running to music are fundamentals of this group.

Modern Dance

Modern Dance is an art form that uses the body as a means of expressing feeling, ideas, emotions, moods or situations. These feelings or ideas are expressed without setting rules as to how the idea must be conveyed. Its basic principles are "free and natural movement or expression" and "beautiful movement, involving the interpretation of ideas through movement." These movements can be executed to music or any type of rhythmical beats.

There are two types of movement used in modern dance, axial and locomotor. *Axial* movements are those which employ any desired range of motion without shifting from the initial spot. (Example: swaying from the waist with the hands over the head, or trunk rotation.) *Locomotor* movements are those which employ traveling from one spot to another by walking, running, leaping, hopping, skipping, sliding, etc. The things to consider when creating modern dance are direction, body facing, levels and range.

Direction is the path taken by the dancer; it can be straight, curved, diagonal, zig-zagged, etc. *Body facing* is the position of the dancer's body toward her audience. The dancer is either facing toward, backward (back to audience) sideward, or the body is turning.

There are three levels of dance. *High*, meaning that the dancer is standing erect; *medium*, a dancer is on one or both knees doing axial movements; and *low*, meaning that the dancer is sitting or lying on the floor. Any floor work is considered on a low level.

Range is the distance covered by the dancers. The range of movement can be small (dancers covering a small range or area), medium, or large, where the dancers cover a large area of the space and floor.

The dance must have *unity*, a single idea or structure that holds the dance together. Dance must also have *sequence*, which ties the whole dance together in a logical order. And last, the dance must have a *climax*, which is the focus on the key idea or theme of the dance.

Areas To Be Considered In Teaching Modern Dance

1. Deciding on a theme and type of accompaniment to be used.
2. Defining the problem and setting limitations.
3. Gathering ideas, words, that suggest movement equivalents, and gestures, which suggest movement possibilities.
4. Experimenting with a wide variety of movement themes and the rhythm of the accompaniment.
5. Selecting the most expressive movements.
6. Designing the dance, combining movement themes into phrases, and working out individual and group relationships and floor patterns.
7. Setting and perfecting the dance.

Costumes

Teachers and pupils are encouraged to be creative and orginial in their selection of costumes for the demonstrations.

BODY-BUILDING EXERCISES

A minimum of five minutes at the beginning of each activity class period should be devoted to the body-building exercises shown under Daily Lesson Plan - Organizational Section. Rope skipping is highly recommended for inclusion in this phase of the program.

BODY MECHANICS (GIRLS)

These activities are substituted for gymnastics in the program for girls. Body mechanics provide posture development and the safer approach to stunts.

BASIC POINT OF VIEW ON PHYSICAL EDUCATION FOR GIRLS

There has been a tendency to have boys and girls do the same activities in physical education. This is a mistake, since they differ anatomically, emotionally and physically. There should be a difference in content of the program for girls. The content should be designed to meet their needs and interests; certain activities which have been carried over from the boys' program should be eliminated. Basically, the content of the activity program should be designed to make women more feminine and men more masculine. Teachers should be thoroughly familiar with the growth and development of children in order to have an understanding of the masculinity and femininity of individuals.

There are certain activities of the boys' program that should be excluded from the girls' program for safety reasons. These activities are certain phases of tumbling, high jumping, touch football, and all movements where heavy landing in the upright position is involved. The American Medical Association clearly emphasizes this point of view.(1)

CULMINATING ACTIVITIES

Culminating activities serve as a goal for pupils during their instructional period.

Types of culminating activities are:

1. Assemblies
2. Play Days
3. Sports Carnivals
4. Festivals
5. Field Days
6. Intramurals
7. City-Wide Intramurals

EVALUATION OF ACTIVITY PROGRAM

Evaluation of the individual's progress should be objective as well as subjective. Pupils should be evaluated on improvement.

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(1) "The Physical Educator Asks About Health," Report of the Joint Committee, N.E.A. and A.M.A.

SUGGESTIONS FOR TEACHERS

Cooperation

More than any other group in school, physical education teachers must cooperate to the fullest extent with each other. This is true because physical education teachers are more closely associated with each other than any other department. The dividing line between teaching stations is not as exacting as in other departments.

Staying in Stations

It is imperative that physical education teachers stay in their assigned teaching stations at all times. Teachers of other subjects have to do this. Physical education teachers must do this.

Fairness to Pupils

Always maintain an attitude of fairness and kindness with pupils, but do not fraternize with them to the extent of losing dignity.

Organization

Organization is the secret of success in physical education. The first week is the most important. Spend enough time organizing the program the first week and the remainder of the term will function smoothly.

Instruction

Our program will survive only if instruction is emphasized. The policy of the department is aimed at intensive instruction. There is no place in our program for informal, loosely organized teaching.

Basic Lesson Guide

Teachers should follow the Basic Lesson Plan, on Page 30, for each period.

Planning

Teachers should plan their program several weeks in advance, based on the activities to be taught and the needs and interests of pupils.

Discussion

Teachers should discuss every aspect of the program with pupils. The discussion should include the needs and reasons for a particular activity.

BASIC DAILY LESSON PLAN

The following sequence of teaching should be followed each class period in order to give meaning to the program and balance in the various aspects of the lesson.

I. Preparatory (10 minutes)

1. Dress: Pupils should be allowed five minutes for dressing.
2. Fall-in: All classes should begin in a quiet formation to receive instruction.

II. Developmental (5 minutes)

The exercises should relate to activities in the instructional phase as closely as possible. Explanation should be made to the pupils describing importance of each exercise and the muscle group each exercise develops.

III. Instructional (30 minutes)

An instructional guide designed to meet the situation in the school is shown on pages 33-46. The skills are shown with activity. The textbook should be used for making assignments and for teaching techniques.

IV. Skills Laboratory (10 minutes)

These activities should parallel the instructional phase as nearly as possible by using relays, etc. It is in this phase the skills which are taught in the instructional phase are placed in competition.

V. Closing (10 minutes)

Fall-in: All pupils should fall-in at the end of the period for announcements, shower, dress, and dismissal.

JUNIOR HIGH SCHOOL PROGRAM

ACTIVITY CALENDAR

In the instructional program, the emphasis should be on the teaching of skills through relays, games of low organization, and other media whereby large numbers may participate in an organized manner. There is not sufficient time in the class period to provide the minimum of three hours of activity per day recommended for the normal growth and development of boys and girls. This point of view necessitates that we do everything possible to teach skills and motivate pupils so that they will play the actual game after school, employing the skills learned in the class.

Teachers should always follow the Basic Lesson Plan, which provides an orderly and efficient use of the class time. If this plan is followed each period, pupils will become more interested in the program and teachers will be able to note better results. The skill activities shown in this book represent only the instructional part of the Basic Lesson Guide.

Teachers are responsible for teaching the skills of the activities in the Guidebook. It is only through close adherence to the activities and skills shown in the Guidebook that the total program has unanimity of purpose.

Points to Remember

1. Teaching skills is the aim of the Norfolk program. There is not sufficient class time for play. Actual play should be done after school in the intramural program.
2. Every teacher should encourage pupils to participate in the intramural programs.
3. The first week of teaching is of vital importance. The organization during the first week sets the pattern for the remainder of the term.
4. Teachers will determine averages in the Proficiency Tests for those pupils

they have tested. These results must be in the Physical Education Office not later than May 15.

5. All classes should be scheduled by grades. This is imperative in order to prevent needless overlapping of content. The department head is responsible for making adjustments to accomplish this.
6. Department Heads must hold at least one departmental meeting each month. All teachers must attend these meetings.
7. The objective of the year is a high degree of excellence in teaching. Supervisory and teaching efforts will be centered around this objective.
8. Friday of each health week is used for orientation in the activity that is taught the following week in the gymnasium.
9. It is important that teachers teach progressively those skills involved in the instructional program. Although the general area of instruction remains the same, the same skill should not be taught in each grade if pupils already perform the skill satisfactorily. Teachers should give an inventory at the beginning of each activity. Skills which are satisfactorily performed should not be emphasized. The outline below illustrates how this may be done.

Area Basketball

7th Grade

Foul Shots
Shooting
Dribbling

Passes
Pivot
Guarding

8th Grade

Shooting
Passes
Pivot
Guarding

Notice that the other skills have been dropped since pupils perform them satisfactorily.

9th Grade

Shooting
Pivot
Guarding

Notice that passing has been dropped since pupils perform this satisfactorily.

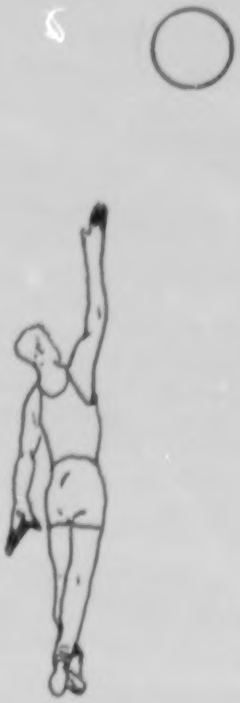
IMPORTANT - Read the paragraph on ability grouping in order to group properly.

10. When outside classes are brought inside because of inclement weather, the same activity should be taught inside in a modified manner.
11. Skill tests should be given each six weeks to determine marks for report cards.

CALENDAR OF ACTIVITIES FOR THE JUNIOR HIGH SCHOOL

WEEKS	BOYS	GIRLS
One Week Each teacher spends one week organizing classes and planning for the semester's work.	Organization 1. Fill out individual cards. 2. Send handbooks home. Parents sign and return. 3. Set deadline for suits. (one week) 4. Explain the program. (use handbook) 5. Fill out permanent cards. (new pupils) 6. Explain and promote intramurals. 7. Explain alternate use of facilities with health instruction.	Organization 1. Fill out individual cards. 2. Send handbooks home. Parents sign and return. 3. Set deadline for suits. (one week) 4. Explain the program. (use handbook) 5. Fill out permanent cards. (new pupils) 6. Explain and promote intramurals. 7. Explain alternate use of facilities with health instruction.
Three Weeks Each teacher spends one week on each activity. Remember: Teaching the skills is the chief aim. Teachers will arrange skills by days as they wish. Encourage pupils to enter the intramural program. Remember: During inclement weather when classes are brought inside the same activity that was taught outside should be taught inside.	TOUCH FOOTBALL SKILLS One Week (Outside) Rules-Friday during health class 1. Stance 2. Blocking Formations 3. Passing Formations 4. Receiving Passes Formation 5. Carrying Ball 6. The Touch 7. Punting BOWLING SKILLS One Week (Inside) Rules-Friday during health class 1. Grip 2. Stance 3. Approach 4. Delivery 5. Follow Through 6. Aiming The following film strips may be ordered: Beginning Bowling, Sound, Color TABLE TENNIS SKILLS One Week (Inside) Rules-Friday during health class 1. Grip 2. Serve 3. Footwork 4. Return 5. Spins The following film strips may be ordered: Table Tennis, Sound, Color.	HOCKEY SKILLS One Week (Outside) Rules-Friday during health class 1. Grip 2. Dribble 3. Passing 4. Dodging 5. Tackle 6. Goal Shooting 7. Relay employing skills The following film strips may be ordered: Beginning Field Hockey, Sound, Color. BOWLING SKILLS One Week (Inside) Rules-Friday during health class 1. Grip 2. Stance 3. Approach 4. Delivery 5. Follow Through 6. Aiming The following film strips may be ordered: Beginning Bowling, Sound, Color. TABLE TENNIS SKILLS One Week (Inside) Rules-Friday during health class 1. Grip 2. Serve 3. Footwork 4. Return 5. Spins The following film strips may be ordered: Table Tennis, Sound, Color.

WEEKS	BOYS	GIRLS
Six Weeks Each teacher spends two weeks on each activity. Remember: Teaching the skills is the chief aim.	BASKETBALL SKILLS Two Weeks (Inside) Rules-Friday during health class 1. Foul Shots 2. Shooting 3. Dribbling 4. Basic Passes 5. Pivot 6. Guarding (man to man) The following film strips may be ordered: Beginning Basketball, Sound, Color.	BASKETBALL SKILLS Two Weeks (Inside) Rules-Friday during health class. 1. Passes 2. Foul Shots 3. Dribbling 4. Pivot 5. Set Shot 6. Lay-Up 7. Guarding The following film strips may be ordered: Beginning Basketball, Sound, Color.
Teachers will arrange skills by days as they wish. It is imperative that all skills be taught in the time allowed.	WRESTLING SKILLS Two Weeks (Inside) Scoring-Friday during health class 1. Referee Position 2. Break Downs 3. Reverses-Escapes 4. Pins 5. Counters 6. Scoring The following film strips may be ordered: Beginning Wrestling, Sound, Color	RHYTHMIC SKILLS-Two Weeks(Inside) Seventh Grade-Warm-up exercises and techniques of rotation, stretching, and flexion. Forms of locomotion: skip, hop, slide, gallop, walk, run, leap, and jump. The following rhythmic albums may be ordered: BCI - 1-12" long play-Rhythmic Activity-Bassett-Chestnut; FD2 - 1-12" long play-Dancing 'Round the World; BRI - 4-10" 78 rpm-Basic Rhythms-Ruth Evans; BPI - Basic Rhythms Book for use with Evans, above; HYP12 - 4 12" 78 rpm-Rope Skipping (Ball Bouncing) With manual.
Encourage pupils to enter the intramural program. Skill tests should be given each six weeks to determine marks for report cards.	VOLLEYBALL SKILLS Two Weeks (Inside-Outside) Rules-Friday during health class 1. Underhand Serve 2. Passing 3. Set-Up 4. Recover from Net 5. Rotation The following film strips may be ordered: Beginning Volleyball, Sound, Color.	Eighth Grade - Repeat the Seventh Grade Program. The following rhythmic albums may be ordered: HYP12- 4-12" 78 rpm-Rope Skipping (Ball Bouncing, with manual) DPI - 3-10" 78 rpm-Dietrick, Advanced Rhythms Dance Play Album I; DP2 - 3-10" 78 rpm-Dietrick Advanced Rhythms Dance Play Album II. Ninth Grade- Interpretive Movements - Modern Dance. The following rhythmic albums may be ordered: HYP12 - 4-12" 78 rpm-Rope Skipping (Ball Bouncing) With manual; "Barefoot Ballerina", Decca Records #DL 8034 by Larry Elgart

WEEKS	BOYS	GIRLS
		Straus Waltzes (Album), Capitol Record #P8421; Tschaikovsky's "nut Cracker Suite", Philadelphia Orchestra with Eugene Ormandy, Columbia Record #ML 6021; "Quiet Village" - Martin Denny, Liberty Record #LBP 3122; "West Side Story" - Original Sound Track - Music Only, Columbia Record #WL 121; "Exodus"; "Sound of Music", Original Sound Track; Gretsch Dance Drum, 23 ounces, laminated rock maple rim, Permatone (plastic) head #4145; Lamb's-wool-head beater - Used with Gretsch Dance Drum singly or in pairs. VOLLEYBALL SKILLS Two Weeks (Inside-Outside) Rules-Friday during health class 1. Underhand Serve 2. Passing 3. Set-Up 4. Recover from Net 5. Volleying 6. Rotation The following film strips may be ordered: Beginning Volleyball, Sound, Color.
Two Weeks Each teacher spends two weeks on each activity. Remember: Teaching the skills is the chief aim. Encourage pupils to enter the intramural program.	TUMBLING Two Weeks (Inside) Beginners: Forward Roll, Backward Roll Intermediate: Forward Roll, Backward Roll, Kip-Up Advanced: Forward Roll, Backward Roll, Kip-Up, Hand Spring, Head Stand The following film strips may be ordered: Beginning Tumbling, Sound Color; Advanced Tumbling, Sound Color.	BODY MECHANIC SKILLS Two Weeks (Inside) Beginners: Forward Roll, Backward Roll Intermediate: Forward Roll, Backward Roll, Cartwheel Advanced: Forward Roll, Backward Roll, Cartwheel, Dive-forward Roll Postural Inventory a. Basic Rhythmical Movements to music . running properly . walking properly, etc. The following film strips may be ordered: Beginning Tumbling, Sound, Color;

	PROFICIENCY TESTS	
WEEKS	BOYS	GIRLS
One Week These tests must be given, compiled and turned in to the Health and Physical Education office not later than May 15.	1. Pull-Up (Palms Away) 2. Dash (50 Yds.) 3. Sit-Ups (min.) (Flex Knees) 4. Standing Broad Jump 5. Agility Run (40 Yds.) Note: All of these tests may be given inside with the exception of the dash. The dash may be given outside at a time convenient for the teacher.	1. Pull-Up (Modified) (Palms Away) 2. Wall Push (30 sec.) 3. Sit-Ups (30 sec)(Flex Knees) 4. Dash (40 Yds.) 5. Agility Run (30 Yds.)
WEEKS	BOYS	GIRLS
Six Weeks Each teacher spends two weeks on each activity. Remember: Teaching the skills is the chief aim.	TENNIS SKILLS Two Weeks (Outside) (Overflow Volleyball) Rules-Friday during health class 1. Grip 2. Forehand 3. Backhand 4. Serve 5. Volley 6. Lob The following film strips may be ordered: Beginning Tennis, Sound, Color.	TENNIS SKILLS Two Weeks (Outside) (Overflow Volleyball) Rules-Friday during health class 1. Grip 2. Forehand 3. Backhand 4. Serve 5. Volley 6. Lob The following film strips may be ordered: Beginning Tennis, Sound, Color.
Teachers will arrange skills by days as they wish. It is imperative that all skills be taught in the time allowed.	TRACK SKILLS Two Weeks (Outside) Rules-Friday during health class 1. Starts 2. Dash 3. Low Hurdles 4. Running Broad Jump 5. Relay The following film strips may be ordered: Beginning Track and Field, Sound Color.	TRACK AND SOFTBALL SKILLS Two Weeks (Track one week and Softball one week) Rules-Friday during health class Track 1. Starts 2. Dash 3. Relays Softball 1. Throwing 2. Catching 3. Hitting 4. Fielding 5. Base Running 6. Pitching The following film strips may be ordered: Beginning Track and Field, Sound Color.
Encourage pupils to enter the intramural program. Skill tests should be given each six weeks to determine marks for report cards.	GOLF SKILLS Two Weeks (Outside) (Overflow Softball) Rules-Friday during health class 1. Grip 2. Stance 3. Swing 4. Follow Through 5. Putting 6. Drive 7. Scoring The following film strips may be ordered: Beginning Golf, Sound, Color.	GOLF SKILLS Two Weeks (Outside) (Overflow Softball) Rules-Friday during health class 1. Grip 2. Stance 3. Swing 4. Follow Through 5. Putting 6. Drive 7. Scoring The following film strips may be ordered: Beginning Golf, Sound, Color.

SENIOR HIGH SCHOOL PROGRAM

ACTIVITY CALENDAR

The emphasis in the senior high school is on specialization and improvement of skill performance. Boys and girls in the senior high school have a choice each six weeks of the activity in which they wish to participate. Teachers should make every effort to improve skill performance and motivate pupils to participate in the after-school intramural program.

The Basic Lesson Guide should be followed closely. This plan, if followed closely, provides for an orderly and efficient use of class time. The activities shown in this section represent the instructional part of the Basic Lesson Guide only.

The teachers are responsible for teaching the skills of the activities listed in the Guidebook so that the total program will have unanimity of purpose.

Points to Remember

1. Teaching skills is the aim of the Norfolk program. There is not sufficient class time for play. Actual play should be done after school in the intramural program.
2. Every teacher should encourage pupils to participate in the intramural programs.
3. The first week of teaching is of vital importance. The organization during the first week sets the pattern for the remainder of the term.
4. Individual cards follow the pupils to the activity they choose.
5. In the senior high school, teachers will review the elementary skills before teaching the advanced movements.
6. Physical Proficiency Tests are given to the health classes before the first choice period of the spring term.

7. Teachers will determine averages in the Fitness Tests for those pupils they have tested. These results must be in the Physical Education Office not later than May 15. Teachers will test pupils in the health classes.
8. All health classes should be scheduled by grades. This is imperative in order to prevent needless overlapping of content. The Department Head is responsible for making adjustments to accomplish this.
9. Department Heads must hold at least one departmental meeting each month. All teachers must attend these meetings.
10. The objective of the year is a high degree of excellence in teaching. Supervisory and teaching efforts will be centered around this objective.
11. Pupils should be placed in groups based on ability for instruction in all activities.
12. It is important that teachers teach progressively those skills involved in the instructional program. Although the general area of instruction remains the same, the same skill should not be taught in each grade if the skill is satisfactorily performed. Teachers should give an inventory at the beginning of each activity. Skills which are satisfactorily performed should not be emphasized. The outline below illustrates how this may be done.

Area Basketball

9th Grade
Various shots
Defense
Offense
Plays
Formations
Relays

10th Grade
Offense
Plays
Formations
Relays
Notice that shots and defense have been eliminated.

11th Grade
Plays
Formations
Relays
Notice that offense has been eliminated.

13. When outside classes are brought inside because of inclement weather, the same activity should be taught inside in a modified manner.
14. Skill tests should be given each six weeks to assist in determining marks for report cards.

CALENDAR OF ACTIVITIES FOR THE SENIOR HIGH SCHOOL

CHOICE PERIODS FIRST WEEK	BOYS	GIRLS
Organization Each teacher spends one week organizing classes and planning for the semester's work.	1. Fill out individual cards. 2. Send handbooks home - parents sign and return. 3. Set deadline for suits. (one week) 4. Explain the program. (use handbook) 5. Fill out permanent cards. (new pupils) 6. Explain and promote intramurals. 7. Explain alternate use of facilities with health instruction.	1. Fill out individual cards. 2. Send handbooks home - parents sign and return. 3. Set deadline for suits. (one week) 4. Explain the program. (use handbook) 5. Fill out permanent cards. (new pupils) 6. Explain and promote intramurals. 7. Explain alternate use of facilities with health instruction.
FIRST CHOICE PERIOD Two Weeks Each teacher spends two weeks on the activity chosen. All pupils should be given an inventory at the beginning of each new activity. Pupils who have mastered a skill should spend time on other skills. Pupils should be grouped by ability. Pupils should be encouraged to enter the intramural program. When outside classes are brought inside because of inclement weather it is imperative that the same activity be taught with modification. Skill tests should be given each six weeks to assist in determining marks for report cards.	BOWLING (Inside) Skills Elementary 1. Grip 2. Stance 3. Approach 4. Delivery 5. Follow Through 6. Aiming Advanced 1. Deliveries Straight Ball Back-Up Hook Ball Curve Ball 2. Aim 3. Spare Bowling VOLLEYBALL (Outside when weather permits) Skills Elementary 1. Underhand Serve 2. Passing 3. Set-Ups 4. Recover from Net Advanced 1. Overhand Serve 2. Spiking 3. Attack 4. Defense 5. Handling TOUCH FOOTBALL (Outside) Skills Elementary 1. Stance 2. Blocking 3. Passing 4. Receiving 5. Carrying Ball 6. The Touch 7. Punting Advanced 1. Review elementary skills. 2. Offensive plays 3. Defensive plays 4. Backfield pl. 5. Strategy	BOWLING (Inside) Skills Elementary 1. Grip 2. Stance 3. Approach 4. Delivery 5. Follow Through 6. Aiming Advanced 1. Deliveries Straight Ball Back-Up Hook Ball Curve Ball 2. Aim 3. Spare Bowling TENNIS (Outside when weather permits) Skills Elementary 1. Grip 2. Forehand 3. Backhand 4. Serve 5. Volley 6. Lob Advanced 1. Court Positions (singles and doubles) 2. Net Play (singles and doubles) 3. Smashing 4. Half-Volley 5. Stop-Volley 6. Baseline Play HOCKEY (Outside) Skills Elementary 1. Grip 2. Dribble 3. Passing 4. Dodging 5. Tackle 6. Goal Shooting Advanced 1. Review elementary skills 2. Strategy

SECOND CHOICE PERIOD	BOYS	GIRLS
Three Weeks Each teacher spends three weeks on the activity chosen. All pupils should be given an inventory at the beginning of each new activity. Pupils who have mastered a skill should spend time on other skills. Pupils should be grouped by ability. Pupils should be encouraged to enter the intramural program. When outside classes are brought inside because of inclement weather it is imperative that the same activity be taught with modification. Skill tests should be given each six weeks to assist in determining marks for report cards.	VOLLEYBALL (Outside when weather permits) Skills Elementary 1. Underhand Serve 2. Passing 3. Set-Ups 4. Recover from Net Advanced 1. Overhand Serve 2. Spiking 3. Attack 4. Defense 5. Handling TOUCH FOOTBALL (Outside) Skills Elementary 1. Stance 2. Blocking Formations 3. Passing Formations 4. Receiving Passes Formation 5. Carrying Ball 6. The Touch 7. Punting Advanced 1. Review Elementary Skills 2. Offensive Plays 3. Defensive Plays 4. Backfield Plays 5. Strategy WRESTLING (Inside) Skills Elementary 1. Referee's Position 2. Break Downs 3. Reverses and Escapes 4. Pins 5. Counters Advanced 1. Basic Positions 2. Methods of Going Behind 3. Take Downs	VOLLEYBALL (Outside when weather permits) Skills Elementary 1. Underhand Serve 2. Passing 3. Set-Ups 4. Recover from Net Advanced 1. Overhand Serve 2. Spiking 3. Attack 4. Defense 5. Handling HOCKEY (Outside) Skills Elementary 1. Grip 2. Dribble 3. Passing 4. Dodging 5. Tackle 6. Goal Shooting Advanced 1. Review elementary skills 2. Strategy RHYTHMICS (Inside) Skills Elementary 1. Warm-up exercises and techniques of rotation, stretching and flexion. 2. Forms of locomotion - skip, hop, slide, gallop, walk, run, leap, and jump. 3. Interpretive Movements Advanced 1. Use Elementary Skills and develop movement patterns. 2. Use sport skills to music and develop movement patterns.
THIRD CHOICE PERIOD Three Weeks Each teacher spends three weeks on the activity chosen. All pupils should be given an inventory at the beginning of each new activity.	WRESTLING (Inside) Skills Elementary 1. Referee's Position 2. Break Downs 3. Reverses and Escapes 4. Pins 5. Counters Advanced 1. Basic Position 2. Methods of Going Behind 3. Take Downs	VOLLEYBALL (Outside when weather permits) Skills Elementary 1. Under hand Serve 2. Passing 3. Set-Ups 4. Recover from Net Advanced 1. Overhand Serve 2. Spiking 3. Attack 4. Defense 5. Handling

THIRD CHOICE PERIOD (Continued)	BOYS	GIRLS
Pupils who have mastered a skill should spend time on other skills. Pupils should be grouped by ability. Pupils should be encouraged to enter the intramural program. When outside classes are brought inside because of inclement weather it is imperative that the same activity be taught with modification. Skill tests should be given each six weeks to assist in determining marks for report cards. IMPORTANT - Pupils in each activity should be placed in as many small groups as possible for instruction.	TUMBLING (Inside) Skills Elementary 1. Forward Roll 2. Shoulder Roll 3. Back-Roll 4. Dive & Roll 5. Squat Balance 6. Head Stand 7. Hand Stand Advanced 1. Dive & Roll 2. Kip or Snap-Up 3. Hand Spring BASKETBALL (Inside) Skills Elementary 1. Foul Shots 2. Shooting 3. Pivot 4. Man-to-Man Defense Advanced 1. Zone Defense 2. Man-to-Man Defense 3. Offensive Strategy 4. Team Plays 5. Formations 6. Relays	BASKETBALL (Inside) Skills Elementary 1. Foul Shots 2. Shooting 3. Pivot 4. Man-to-Man Defense Advanced 1. Zone Defense 2. Man-to-Man Defense 3. Offensive Strategy 4. Team Plays 5. Formations 6. Relays RHYTHMICS (Inside) Skills Elementary 1. Warm-up exercises and techniques of rotation, stretching, and flexion. 2. Forms of locomotion - skip, hop, slide, gallop, walk, run, leap, and jump. 3. Interpretive Movements Advanced 1. Use Elementary Skills and develop movement patterns. 2. Use sport skills to music and develop movement patterns.
PROFICIENCY TESTS One Week Teachers will test pupils in their health classes. Tests must be completed and sent to the Health and Physical Education Office by May 15.	BOYS 1. Pull-Up (Palms Away) 2. Dash (50 Yds.) 3. Sit-Up (Min.) (Flex Knees) 4. Standing Broad Jump (In.) 5. Agility Run (40 Yds.)	GIRLS 1. Modified Pull-Up (Palms Away) 2. Wall Push (30 Sec.) 3. Sit-Up (30 Sec.) (Flex Knees) 4. Dash (40 Yds.) 5. Agility Run (30 Yds.)
	NOTE: All of these tests may be given inside with the exception of the dash. The dash may be given outside at a time convenient for the teacher.	

FOURTH CHOICE PERIOD	BOYS	GIRLS
Two Weeks Each teacher spends two weeks on the activity chosen. All pupils should be given an inventory at the beginning of each new activity. Pupils who have mastered a skill should spend time on other skills. Pupils should be grouped by ability. Pupils should be encouraged to enter the intramural program. When outside classes are brought inside because of inclement weather it is imperative that the same activity be taught with modification. Skill tests should be given each six weeks to assist in determining marks for report cards. IMPORTANT - Pupils in each activity should be placed in as many small groups as possible for instruction.	WRESTLING (Inside) Skills Elementary 1. Referee Position 2. Break Downs 3. Reverse and Escape 4. Pins 5. Counters Advanced 1. Basic Positions 2. Methods of Going Behind 3. Take Downs TUMBLING (Inside) Skills Elementary 1. Forward Roll 2. Shoulder Roll 3. Back Roll 4. Dive and Roll 5. Squat Balance 6. Hand Stand 7. Head Stand Advanced 1. Dive and Roll 2. Kip or Snap-Up 3. Hand Spring BASKETBALL (Inside) Skills Elementary 1. Foul Shots 2. Shooting 3. Pivot 4. Man-to-Man Defense 5. Formations 6. Relays Advanced 1. Zone Defense 2. Man-to-Man Defense 3. Offensive Strategy 4. Team Plays	BASKETBALL (Inside) Skills Elementary 1. Foul Shots 2. Shooting 3. Pivot 4. Man-to-Man Defense Advanced 1. Zone Defense 2. Man-to-Man Defense 3. Offensive Strategy 4. Team Plays 5. Formations 6. Relays RHYTHMICS (Inside) Skills Elementary 1. Warm-up exercises and techniques of rotation, stretching, and flexion. 2. Forms of Locomotion: skip, hop, slide, gallop walk, run, leap, and jump. 3. Interpretive Movements. Advanced 1. Use Elementary skills and create movements. 2. Sport skills to music and athletic rhythms. BODY MECHANICS (Inside) Skills Elementary Beginners Forward Roll Backward Roll Intermediate Forward Roll Backward Roll Cartwheel Advanced Forward Roll Backward Roll Cartwheel Dive-forward Roll Postural Inventory a. Basic Rhythmical Movements to Music . running properly . walking properly . etc.

FIFTH CHOICE PERIOD	BOYS	GIRLS
Three Weeks Each teacher spends three weeks on the activity chosen. All pupils should be given an inventory at the beginning of each new activity. Pupils who have mastered a skill should spend time on other skills. Pupils should be grouped by ability. Pupils should be encouraged to enter the intramural program. When outside classes are brought inside because of inclement weather it is imperative that the same activity be taught with modification. Skill tests should be given each six weeks to assist in determining marks for report cards. IMPORTANT - Pupils in each activity should be placed in as many small groups as possible for instruction.	TRACK (Outside) Skills Elementary 1. Starts 2. Dash 3. Low Hurdles 4. Running Broad Jump 5. Relay Advanced 1. High Hurdles 2. High Jump (western roll only) 3. Shot-Put 4. Pole Vault 5. 220 Dash 6. 440 Dash TENNIS (Outside) Skills Elementary 1. Grip 2. Forehand 3. Backhand 4. Serve 5. Volley 6. Lob Advanced 1. Court Positions (singles and doubles) 2. Net Play (singles and doubles) 3. Smashing 4. Half-Volley 5. Stop-Volley 6. Baseline Play TABBLE TENNIS (Inside) Skills Elementary 1. Grip 2. Serve 3. Footwork 4. Return Advanced 1. Strokes Half-Volley Forehand Spin Backhand Drive Forehand Chop Backhand Chop Drop Shot Smash Shot 2. Doubles 3. Strategy	TRACK AND RELAYS (first half of period) SOFTBALL (second half of period) TRACK SKILLS Elementary 1. Starts 2. Dash 3. Relays Advanced 1. Review Elementary 2. Emphasis on Improvement SOFTBALL SKILLS Elementary 1. Throwing 2. Catching 3. Hitting 4. Fielding 5. Base Running 6. Pitching Advanced 1. Review Elementary 2. Emphasis on Improvement TENNIS (Outside) Skills Elementary 1. Grip 2. Forehand 3. Backhand 4. Serve 5. Volley 6. Lob Advanced 1. Court Positions (singles and doubles) 2. Net Play (singles and doubles) 3. Smashing 4. Half-Volley 5. Stop-Volley 6. Baseline Play TABLE TENNIS (Inside) Skills Elementary 1. Grip 2. Serve 3. Footwork 4. Return Advanced 1. Strokes Half-Volley Forehand Spin Backhand Drive Forehand Chop Backhand Chop Drop Shot Smash Shot 2. Doubles 3. Strategy

SIXTH CHOICE PERIOD	BOYS	GIRLS
Three Weeks Each teacher spends three weeks on the activity chosen. All pupils should be given an inventory at the beginning of each new activity. Pupils who have mastered a skill should spend time on other skills. Pupils should be grouped by ability. Pupils should be encouraged to enter the intramural program. When outside classes are brought inside because of inclement weather it is imperative that the same activity be taught with modification. Skill tests should be given each six weeks to assist in determining marks for report cards. IMPORTANT - Pupils in each activity should be placed in as many small groups as possible for instruction.	TRACK (Outside) Skills Elementary 1. Starts 2. Dash 3. Low Hurdles 4. Running Broad Jump 5. Relay Advanced 1. High Hurdles 2. High Jump (western roll only) 3. Shot-Put 4. Pole Vault 5. 220 Dash 6. 440 Dash	SOFTBALL (Outside) Skills Elementary 1. Throwing 2. Catching 3. Hitting 4. Fielding 5. Base Running 6. Pitching Advanced 1. Review Elementary 2. Emphasis on Improvement
	TENNIS (Outside) Skills Elementary 1. Grip 2. Forehand 3. Backhand 4. Serve 5. Volley 6. Lob Advanced 1. Court Positions (singles and doubles) 2. Net Play (singles and doubles) 3. Smashing 4. Half-Volley 5. Stop-Volley 6. Baseline Play	TENNIS (Outside) Skills Elementary 1. Grip 2. Forehand 3. Backhand 4. Serve 5. Volley 6. Lob Advanced 1. Court Positions (singles and doubles) 2. Net Play (singles and doubles) 3. Smashing 4. Half-Volley 5. Stop-Volley 6. Baseline Play
	GOLF Skills Elementary 1. Grip 2. Stance 3. Swing 4. Follow Through 5. Putting 6. Scoring Advanced 1. Clubs and Distances 2. Approaches 3. Individual and Group Play 4. Etiquette	GOLF Skills Elementary 1. Grip 2. Stance 3. Swing 4. Follow Through 5. Putting 6. Scoring Advanced 1. Clubs and Distances 2. Approaches 3. Individual and Group Play 4. Etiquette

DESCRIPTION OF PHYSICAL PROFICIENCY TESTS

Pull-Up. (Boys)

With a palms-away grip, pull up with the arms until the chin is above the bar. Lower to hanging position. Chin as many times as possible.

Teaching Suggestions. Keep legs fully extended and together. Avoid kicking jerking, or swinging the body. Avoid resting chin on bar. Straighten arms each time body is lowered.

Sit-Up. (Boys, per minute - girls per ½ minute)

Assume a back-lying position with hands clasped behind neck. Raise trunk and touch elbows to knees. Keep feet on floor and knees flexed. If this cannot be done, feet may be held by a classmate. Lower body to starting position and repeat as many times as possible in allotted time.

Wall Push. (Girls, per 30 seconds)

Toe a line parallel two feet from base of a wall. Lean forward with body straight, placing both hands on wall about shoulder height and width. Bend elbows, bringing nose close to wall. Push from hands with force sufficient to return the body to a balanced position. Keep body straight throughout. Repeat as many times as possible in allotted time.

Standing Broad Jump. (Boys only)

The standing broad jump--at the start of the jump a semi-crouched position is assumed by bending the knees so that an approximate right angle is made between the upper and lower leg. As the knees are bent, the arms are thrust downward and carried well back of the body. In this position the body weight rests on the ball and toes of the feet, heels off the ground, and the body leans slightly forward.

From the crouched position, the body is sent forward by a spring from both feet and at the same time the arms are forcefully swung forward and upward. The jumper lands on both feet with knees bent and trunk inclined forward.

Agility Run. (Boys 40 yards - girls 30 yards)

Beginning with crouch start, run back and forth between lines 10 yards apart, touching each and completing three trips for girls and four trips for boys.

Dash. (Boys 50 yards - girls 40 yards)

All pupils must use the crouch start. The starter gives the commands, "Take Your Mark! Get Set! Go!" A handkerchief or white cloth should be waved quickly on the go command. A trained pupil may start the runners. The teacher should time each pupil and start his watch as the starter flicks the handkerchief.

Pull-Up. (Girls, modified)

The pupil stands facing the bar which is adjusted to the approximate height of her armpits. She grasps the bar with an overhand grip (hands shoulder-width apart, palms of the hands facing away from the body, thumbs under the bar). The pupil assumes the position for starting the pull-up by extending her legs under the bar and fully extending her arms. In the suspended or starting position, the body is held perfectly straight. The extended arms form a 90-degree angle with the body line, and the body line forms an angle of 45 degrees with the floor. The feet should be resting on a mat or braced to prevent their slipping. From this starting position the pupil raises her body by pulling with the arms until the arms are fully bent and her chest touches the bar. She then lowers her body to the starting position. The exercise is repeated as many times as possible.

HEALTH INSTRUCTION

On the broad and firm foundation of health alone can the loftiest and most enduring structures of the intellect be reared.

Horace Mann (1845)

HEALTH INSTRUCTION

BASIC AIM OF HEALTH INSTRUCTION

The health instruction program of a school should inspire each pupil to achieve the maximum in mental, physical, and emotional health by the development of proper attitudes and habits and the acquisition of knowledge.

THE PROBLEM APPROACH IN HEALTH INSTRUCTION

Health cannot be given or commanded; it cannot even be taught without the active cooperation of the individual involved. Therefore, it is well to stress the functional approach to learning through problem solving. The problem or activity to be carried out successfully must be selected by the individual and genuinely recognized by him as his own problem.

Procedures in the Problem Approach Are:

1. Apprise pupils of the problem as shown in the Guide. Teachers and pupils determine pertinent problems. One way of doing this is to have pupils list problems and give them to the teacher.
2. Recognize, study and solve the problem.
3. Select a method of organization for studying and solving the problem; i.e.,
    a. Individual pupil working on problem.
    b. Committees working on problem.
    c. Discussion of problems.
4. Select one or more aids for studying problem either individually or by committees; i.e.,
    a. films
    b. models
    c. projects
    d. tape recorder
    e. field trips
    f. reference books
    g. bulletin board
    h. demonstrations
    i. charts
    j. magazines
    k. speakers
    l. texts and booklets

m. scrap books o. display racks q. free materials

n. news clippings p. film strips

These devices should be used to promote good teaching. The teaching devices and aids should be housed in a location and a manner which will make them readily accessible to the teacher and pupil.

5. Encourage pupils to participate in the program.
6. Avoid repetition in content. The topics may be the same but the approach should be different. This may be accomplished by using different materials, newspaper clippings, and current magazine articles.

SUGGESTED WEEKLY PLAN FOR HEALTH INSTRUCTION

The following plan is being used in many classes for presenting health instruction effectively.

Monday - Determine the problem, discuss it, form committees, etc.

Tuesday - Committee or individual reports or film.

Wednesday - Discuss film or reports.

Thursday - Test or evaluate.

Friday - Some Fridays should be used for studying the activities of the following week in the gymnasium or playground. Assignment of projects for homework for the week pupils are in the activity program should be made.

Individual Health Problems

It is imperative that teachers allocate time for discussion and problem solving in any area of health that may arise. Health problems cannot be placed in a given grade and not be discussed at other times. Problems in all areas of health may exist in all grades but in a different way.

COMMUNITY HEALTH INSTRUCTION ASSISTANCE

In order to have a continuous supply of up-to-date materials in health instruction, community support is encouraged. These groups have been functioning for many years and the materials which have been supplied are of great assistance in organizing our program. They furnish all of the free materials which are used in our instruction program. The use of these materials decreases program costs by eliminating expensive textbooks. These materials are continually being revised and are therefore more up-to-date in their content than textbooks.

Names of Organizations Contributing Free Materials and Other Services

The organizations shown below have, for several years, assisted the Health, Physical, and Safety Education Department of the Norfolk Public Schools. Their assistance, through the donation of instructional materials and other services, has saved the parents and taxpayers about $150,000. annually.

The total number of instructional booklets donated exceeds 250,000 yearly. This material provides each pupil in each grade of the high school with a booklet in all the areas of health instruction. These areas are safety, disease control, emotional health, alcohol and narcotics, physiology of exercise, public health services, health problems, nutrition, personal hygiene, first aid, and driver education.

1.	Colonial Chevrolet Corporation	Automobiles
2.	Green-Gifford Motor Corporation	Automobiles
3.	Kimnach Ford Incorporated	Automobiles
4.	Kline Chevrolet Sales Corporation	Automobiles
5.	Tidewater Dodge Incorporated	Automobiles
6.	Wynne-Wright Motor Corporation	Automobiles
7.	Sears Roebuck Company	Boats for Safety Instruction
8.	Department of Public Safety	Bicycle Safety Code Books

9.	American Dental Association	Health Material
10.	Department of Health, Education and Welfare	Health Material
11.	Kiwanis Club	Health Material
12.	Norfolk Public Health Department	Health Material
13.	Prodential Life Insurance Company	Health Material
14.	Tidewater Heart Association	Health Material
15.	Tidewater Hospital Service Association	Health Material
16.	Virginia Bakers Council, Incorporated	Health Material
17.	Aetna Life Affiliated Companies	Health Material
18.	Blue Cross-Blue Shield	Health Material
19.	Division of Allied Youth All-State Ins. Co.	Health Material
20.	United Drug Abuse Commission	Health Material
21.	The Travelers Insurance Company	Health Material
22.	Cosmopolitan Club	Sponsor, Health Fair
23.	Southeastern Va. Tuberculosis & Health Assn.	Health Fair
24.	Tidewater Heart Association	Health Fair
25.	Tidewater Assembly on Family Life	Health Fair
26.	American Cancer Society	Health Fair
27.	Tidewater Interagency Council on Smoking & Health	Health Fair
28.	Elizabeth River Power Squadron	Health Fair
29.	Tidewater Virginia Assn. for Mental Health	Health Fair
30.	Tidewater Chapter American Red Cross	Health Fair
31.	National Multiple Sclerosis Society	Health Fair
32.	Norfolk Council on Alcoholism	Health Fair
33.	United Drug Abuse Commission	Health Fair
34.	American Legion Women's Post 118	Health Fair
35.	Mary Jane Bakery	Health Fair
36.	Women's Auxiliary Norfolk County Medical Society	Health Fair
37.	Norfolk Safety Council	Health Fair
38.	Virginia - Tidewater Dental Association	Health Fair
39.	Norfolk Assn. of Independent Insurance Agents	Health Fair
40.	March of Dimes	Health Fair
41.	Isaac Walton League	Health Fair
42.	Hofheimer's Shoe Store	Health Fair
43.	Baker's Hearing Aids	Health Fair
44.	Kiwanis Club and Midtown Kiwanis Club	Health Fair
45.	Traylor Optical Company	Health Fair

46.	Hardware Mutual	Safety Material
47.	Henderson & Phillips, Incorporated	Safety Material
48.	Lumberman's Mutual Casuality Company	Safety Material
49.	Governor's Highway Safety Committee	Safety Material
50.	National Board of Fire Underwriters	Safety Material
51.	Isaac Walton League	Safety Material
52.	Pure Oil Company	Safety Material
53.	General Motors	Safety Material
54.	American Fore Loyalty Group of Ins. Companies	Safety Material
55.	Division of Motor Vehicles	Safety Material
56.	Northwest Mutual Insurance Company	Bicycle Safety Material

SUGGESTIONS FOR USING AUDIO-VISUAL AIDS

1. The most effective method of using films includes the following steps:
    a. Select a film in relation to subject area, interest, and ability of the class. (Consult the annotated city and state catalogues.) Preview the film to learn content and to get teaching suggestions.
    b. Determine with class the purpose for seeing film. Listing these is helpful. Describe briefly the contents and characters and give any needed explanations.
    c. Project film in the classroom. Have class discussion immediately after projection of film. Discuss which questions have been answered and which need further study. Stimulate creative activities and research study as suggested by the film and discussion.
    d. Project film again if needed to clear any misunderstanding.
    e. Proceed with activities which are an outgrowth of the film.
2. It is usually better to avoid the following practices:
    a. Using materials which have been ordered by other teachers just because they are in the building and available.
    b. Using too many materials of one type. (Used as an integral part of the class work, it is rarely possible that more than one film a week can be used.)

   c. Showing film as a substitute for other planned activities that do not materialize.

3. It is through the use of a wide variety of materials that the teacher can provide meaningful concrete experiences. Often one teaching material is used to supplement another material or a direct experience. There is a variety to choose from; i.e., films, film strips, slides, recordings, radio, trips, and supplementary printed material. Wise selection from among these aids, together with other classroom experiences, contributes to more meaningful learnings.

OVERVIEW OF THE PROGRAM

Junior High School

The junior high school health instruction program alternates weekly with the activity program. While the boys are using the activity facilities, the girls are in the health rooms.

In the health classes, instruction is given four days each week. Friday of each week is devoted to orientation of pupils in the activity they will have in the gymnasium or play field the following week.

Teachers should, in every possible way, relate problems that exist in the activity program with the area of health instruction in the particular grade. In no place in the curriculum is there greater opportunity for the natural integration of subject matter than the fusion of the activity program and the health instruction program. Problems in nutrition, safety, personal hygiene, disease control, emotional adjustment, stimulants, and narcotics are directly related to keeping fit and to successful performance in sports.

Teaching Aids

The booklets should be used as texts for the health areas in the various grades. There are enough booklets to allow one for each pupil to study in the classroom.

The text on driver education, Sportsmanlike Driving, must not leave the classroom. There are enough for one class period at a time, but not enough for each pupil to take home.

There are many excellent films available for use by the teachers. Many of the films are available locally, and a great number may be borrowed from the state repository. The symbols beside each film denote the source. All films available locally are followed by the letter (N). The films which may be obtained from the state are followed by the letter (S).

Senior High School

The senior high school health instruction program alternates weekly with the activity program. While the boys are using the activity facilities, the girls are in the health classes.

Teachers should, in every way possible, relate problems that arise in the activity program with the area of health instruction in the particular grade.

Teaching Aids

The booklets should be used as texts for the areas in the various grades.

The texts, Sportsmanlike Driving, and The Problem - Alcohol, must not leave the classroom. There are enough for one class period at a time, but not enough for each pupil to take a booklet home.

CONTENT OF HEALTH INSTRUCTION IN JUNIOR AND SENIOR HIGH SCHOOL - BASIC PROBLEMS

It is imperative that certain topics or problems be covered sometime during the pupils' secondary school life. In the section which follows, problems in each area are listed by grade level. Teachers should cover these. Many other problems may also be covered during the semester; but the problems in each designed health area should be treated adequately.

TEACHING SENSITIVE PROBLEMS

Teachers should be extremely careful in discussing sensitive problems, particularly those pertaining to sex. Family life education is integrated with the health areas outlined on the following pages. The audio-visual aids listed are approved by the state department, and teachers should restrict discussions to the content of the films. Problems of a very personal nature should either be referred to a specialist or discussed with the pupil only after parental consent.

HEALTH EDUCATION FAIR

The annual Health Education Fair is the culmination of the health education program. Teachers are urged to publicize the Fair and encourage students to begin working on projects shortly after schools open in September.

Although the final exhibit is not scheduled until late Spring, pupils should begin working on projects in those areas which are taught in the Fall as soon as possible.

The best projects in these areas should be stored safely until the Fair is scheduled during the latter part of April or the first week in May.

Individual schools should have a Health Education Fair which would stimulate students to construct projects. These projects would be displayed in the school and the best ones should be placed in the city-wide exhibit.

JUNIOR HIGH SCHOOL

Intellectual progress is conditioned at every step by bodily vigor. To attain the best results, physical exercises must accompany and condition mental training.

Comenius (1650)

SEVENTH GRADE

SAFETY IN PHYSICAL EDUCATION AND ATHLETICS

It is extremely important that boys and girls become aware of the many situations in their play life that are hazardous. As they become involved in the skills and movements of the high school physical education program, the students may encounter instances in which knowledge of safety factors will prevent injury. Included in the seventh grade also are problems of personal health that need to be discussed at this age level.

FIRST WEEK

Safe School Environment

An overview of safety in the total school environment is necessary before specific safety factors involved in the various sports and activities are presented.

A. Causes of school accidents
  1. School building hazards
    a. The gymnasium accounts for approximately one-third of all inside accidents. Carelessness, old equipment and defective parts of the gymnasium may be responsible.
    b. Careless practices, such as opening doors suddenly while people are in the halls and from shoving and running in hallways cause many accidents.
    c. The classrooms and stairways each account for nearly 15 percent of school accidents.
    d. The eighth and ninth grades appear to be the most hazardous in terms of frequency of accidents.
  2. School ground hazards
    a. Many accidents are caused by improper procedures in teaching.
    b. Other mishaps occur from merely walking or running back and forth across the playground, in climbing trees or fences, riding bicycles, and just "fooling around."
    c. A large percentage of the school ground accidents occurs in informal, unorganized activities.

B. Discovering school hazards
  1. Conduct a school safety check-up campaign.
    a. Detailed instructions should be given to homerooms.
    b. Friendly competition between homerooms can be developed.
    c. Graduated points can be given for discovering minor, major or exceptional hazards.
  2. Common hazards to look for
    a. In buildings:
      broken windows and window catches
      protruding nails in floors or walls
      broken floor boards

broken blackboards
loose hinges
jagged tiles
loose brick or cement
loose handrails
faulty panic bolts
locked doors on exit stairways
broken stair treads
slippery floors
gas leaks or faulty radiators
unsafe doors
faulty plumbing and electrical connections
Examine fire extinguishers to see if they have been reloaded within a year.

b. On the playground:
See that all areas such as horseshoe courts, gymnastic apparatus, swings, and archery ranges are properly roped or fenced off so that non-participants are not exposed to injury. Check wet spots, rough spots, irregularities, and holes on the playground surface; examine jumping pits to see that shavings, sawdust or spaded ground are kept in proper condition. Your inspection should disclose any electric wires that may be down, projecting guy wires, water pipes, posts, trees, incinerators or other objects placed in or projecting into the field of play, that might prove hazardous. Check goal posts, baseball back stops, handball courts and related equipment for safe condition.

c. Special fire inspection:
A good check list is published by the National Board of Fire Underwriters (Chicago, New York, or San Francisco).

C. Taking steps to increase school safety
  1. Eliminating fire hazards.
    a. All exits should be available and free of obstructions.
    b. Panic bolts and exit doors should be free of rust and easily manipulated.
    c. Fire escapes should be fireproof.
    d. Fire escapes should be accessible to all students in buildings where needed.
    e. Windows and doors leading to fire escapes should be unlocked.
    f. Exit doors should open outward.
    g. Fire extinguishers should be in place and kept properly charged. They should be recharged each year.
    h. Modern automatic sprinkler systems make buildings almost 100 percent safe.
  2. School fire drills
    a. Fire drills should be conducted periodically.
    b. A good fire drill will empty a large building in a very short time and without any confusion.
    c. The most important thing is to prevent excitement and panic.
    d. Obstructed drills are recommended, in which some parts of the building will be closed off, making adjustments necessary. Students are not told in advance. The surprise element helps them to make adjustments without excitement. The "no talking" rule should be strictly enforced.

e. Student officers are very effective in fire drills. Select a fire chief, an assistant, room captains and room monitors, each assigned specific responsibilities.
    1. (1) The room captain takes charge of marching students out and closes door after all have left. He then reports to the assistant fire chief in charge of the floor.
    2. (2) The room monitors are assigned two or three windows each to close.
    3. (3) Certain monitors are detailed to check on toilet rooms and cloak rooms, and to pick up stragglers.
    4. (4) Where there are disabled persons in a room, a special monitor is assigned to be responsible for them.
    5. (5) The check up roll call should be taken after the pupils from each room have marched a safe distance from the building.
    6. (6) If such a plan of fire drill is maintained regularly, preferably twice a month, it will result in a well-trained student staff who should be able to control their groups even in an emergency.

SECOND WEEK

Safety Precautions in Table Tennis, Bowling, Field Hockey, Touch Football

Table Tennis

Word List:

1. aimlessly
2. permanent fixtures
3. adequate

Guide Questions:

1. What are the advantages of the game?
2. What is the greatest hazard in playing table tennis?

Safety Precautions:

1. Be sure students do not swing paddles aimlessly especially when someone is standing close by.
2. Be sure the floor is not slippery.
3. Be sure to provide adequate playing space around the tables.
4. Be sure the area is free from permanent fixtures.

Suggested Projects:

Assign students to check playing area in class and in intramurals.

Reference:

Physical Education for High School Students (A.A.H.P.E.R.)

Bowling

Word List:

1. parallel
2. pinsetter
3. approach

Guide Questions:

1. Why is control of the ball so important?
2. Why should one check the bowling lane before he starts to bowl?

Safety Precautions:

1. Pick up ball with palms of the hand parallel to sides of bowling rack, to prevent mashed fingers.
2. Take care not to let the ball slip from the hand on back swing.
3. Check for rough spots or slippery spots on approach.
4. Be sure not to roll the ball until pinsetter is out of the alley.
5. Stop returned ball with foot.

Suggested Project:

Have a group of students go to a local alley and check their safety rules and regulations, and report to the class.

Reference:

Physical Education for High School Students (A.A.H.P.E.R.)
Getting the Most Out of Bowling - The Crown Life Insurance Company
Film Strip - Bowling (Athletic Institute)

Field Hockey

Word List:

1. shinguards
2. goal pads
3. glasses guard
4. rubber grips

Guide Questions:

1. Why do injuries occur more with beginning players than with advanced players?
2. What protective articles should the goalie wear at all times?
3. What should you do if you wear glasses while playing hockey?

Safety Precautions:

1. Playing surface should be of grass and should not be wet, frozen or muddy.
2. The playing surface should be level and free from extraneous material.

3. Players should be required to wear shin guards.
4. Special pads and shoes should be provided and worn by the goali
5. The goalkeeper should not wear a long or loose overcoat during pl
6. Composition balls should not be used because they tend to rise in air.
7. Goal space should be covered with cord net instead of wire.
8. The posts should be padded to the height of six feet.
9. Sticks should have at least two rubber inserts and should not be used when they are splintered or cracked.
10. In tackling, the ball should be played with the stick down and away from the opponent.
11. When stick is not in play, it should be carried across the body with both hands.
12. In fielding the ball with the hands, the fingers should be toward the ground.
13. The stick should not be carried beyond the permitted height.

Suggested Project:

Appoint one person from each squad to observe class and make reports on those pupils that break safety rules.

Reference:

Physical Education for High School Students (A.A.H.P.E.R.)
Film Strip - Field Hockey (Athletic Institute)

Touch Football

Word List:

1. equipment
2. projecting
3. executing
4. fumbles
5. competent
6. enforce
7. eliminate
8. blocking
9. interference

Guide Questions:

1. Why is it important that you do not leave the ground in blocking?
2. Why is it important to declare the ball dead on all fumbles?
3. Why should students be assigned to safety inspections of field and equipment?
4. What is unnecessary roughness?

Safety Precautions:

1. Do not permit students to wear any equipment possessing sharp or projecting surfaces that may injure teammates or opponents.
2. Use rules that prevent feet leaving the ground in executing the blo
3. Declare the ball dead on all fumbles.
4. See that the playing area is smooth and free from holes and project objects that may prove to be hazards.
5. Use competent officials who enforce the rules and eliminate rough p

6. See that adequate treatment is available to players who receive injuries while competing.

Playing Courtesies:

1. Refrain from engaging in rough play because it may result in injuries and ill feeling.
2. Refrain from blocking or otherwise interfering with a player after he has gone out of bounds or the ball has been declared dead.
3. Accept decisions of the officials without argument and leave discussion of rule interpretation to your team captain.
4. After a quarterback has been selected, do not question his choice of plays while the game is in progress.

Suggested Projects:

Assign class to watch professional game on T.V. and report to class.

Reference:

Physical Education for High School Students (A.A.H.P.E.R.)
Film Strip - Touch Football - (Athletic Institute)

THIRD WEEK

Behavior Problems

Word List:

1. personality
2. emotions
3. heredity
4. environment
5. traits
6. habits
7. complex
8. peers
9. maturity
10. attitude
11. rebellion
12. responsibility
13. reasoning
14. dependent
15. confusion
16. stages
17. adjustment
18. problems
19. personal
20. interest
21. self-confidence
22. emotional
23. security
24. social
25. compromise
26. sensitive

Guide Questions:

1. What is personality?
2. What are emotions?
3. How do environment and heredity influence personality?
4. What are the qualities of a well adjusted person?
5. What are some general rules on how to be popular?
6. How can you develop closer relationships with your teachers?
7. Why do parents dislike seeing their children grow up?
8. What are some good questions to ask yourself that would help you to understand yourself?

Suggested Projects:

1. Class discussion on students' relationships to parents, siblings, same sex and opposite sex.
2. Have students make up skits imitating teachers to bring out what they like and dislike about them.

Reference:

Dictionary
School or public library

FOURTH WEEK

Factors Affecting Behavior

Word List:

1. hormones
2. endocrine
3. adrenal
4. glands
5. epinephrine
6. thyroxin
7. pituitary
8. iodine
9. pancreas
10. duct
11. ductless
12. hypofunction
13. hyperfunction
14. function
15. secrete
16. symptom
17. metabolism

Guide Questions:

1. What are glands?
2. How are glands classified?
3. What causes insulin shock?
4. How can chemicals in the body reach the brain?
5. What is meant by basal metabolism?
6. What are tranquilizing drugs?
7. How can you recognize the well-adjusted person?

Suggested Projects:

1. Assign a student or group to report on each gland.
2. Have students make a diagram of all glands that affect personality and growth.
3. Invite local psychologist to class.

References:

Dictionary
School or public library

FIFTH WEEK

Fire Safety

Word List:

1. accumulate
2. amperage
3 asbestos
4. circuit
5. combustible
6. complex
7. concentrate
8. defective
9. designed
0. destroyed
11. dispose
12. electricity
13. emphasize
14. estimated
15. experienced
16. explosive
17. hazards
18. ignition
19. insulation
20. kerosene
21. maimed
22. potential
23. precautions
24. reservoir
25. smouldering
26. specified
27. statistics
28. thermostat
29. turpentine
30. upholstery

Guide Questions:

1. What is the cause of most fires in the home?
2. What are the major causes of fire?
3. List 8 precautions in preventing fires caused by matches or smoking.
4. List 4 precautions in preventing fires from the misuse of electricity.
5. Why do many home fires start in the basement?
6. Give 10 precautions or potential fire hazards which should be checked in order to make the basement fire-safe.
7. Give the method for putting out a grease fire.
8. What precautions should be followed in the kitchen?
9. What precautions should be followed in the dining room?
10. What precautions should be followed in the living room?
11. Give the chief points emphasized on bathroom safety.
12. What facts are stressed in order to have a fire-safe attic and garage?
13. What are the six rules for keeping seasonal fires from getting out of control?
14. What two things should be done immediately in case of fire?
15. List supplies that should be kept on hand.
16. Compare what you should do and what you should not do in saving lives.

Suggested Projects:

1. Arrange for a clean-up campaign, making special provisions for the removal and proper disposal of rubbish from attics, basements, vacant lots, and other common repositories for trash.
2. Interview someone who has been in a serious fire and explain the correct and incorrect procedures that he followed at the time.
3. Have a fireman visit class.

References:

Your Fire-Safe Home - National Board of Fire Underwriters
Films: Fire, Crimes of Carelessness, Then It Happened (S)
Preventing and Controlling Fire (N)
In Case of Fire: Fire Drills and Fire Safety (N)

SIXTH WEEK

Safety Precautions in Volleyball and Basketball

Volleyball

Word List:

1. obstacle
2. collision
3. strain
4. sprain
5. blocking
6. clearance

Guide Questions:

1. Why should the legs be thoroughly warmed up before playing?
2. Why is it important for one to play his own position?
3. Why do volleyball players have numerous pulled muscles and turned ankles?
4. Why are there so many minor injuries to the fingers?

Safety Precautions:

1. Playing surface should not be slippery.
2. Adequate clearance at side and backlines should be provided.
3. Proper instruction in volleying and footwork should be given.
4. Wearing proper clothing and shoes should be required.
5. Playing one's own area to prevent collision with teammates should be required.
6. Proper instruction in serving should be taught.

Suggested Project:

Have students observe intramural game and report to class.

Reference:

Physical Education for High School Students (A.A.H.P.E.R.)

Basketball

Word List:

1. blisters
2. floor burns
3. bruises
4. abrasions
5. contact
6. strenuous
7. coordination

Guide Questions:

1. Why is it important that you have a health examination before participating in a strenuous sport such as basketball?
2. How can poor coordination handicap a basketball player?
3. How can jammed fingers be avoided?
4. Why should you not wear jewelry while playing?
5. What are some safety measures concerning eye glasses?
6. Why is it important to shower immediately after play?

Safety Precautions:

1. If end and side spaces on the court are less than 10 or 12 feet, the walls should be covered by mats.
2. Wet or slippery spots on the floor should be dried before play or practice starts.
3. Girls should not use the boys' rules for their basketball game.
4. Always wear socks to avoid possible blisters.
5. Avoid unnecessary contact or collision with teammates or opponents.
6. Well-fitted shoes with rubber soles should be worn.
7. In guarding, the player should keep his feet on the floor and his center of gravity as low as possible to prevent injury.
8. The head should be kept up while dribbling to chart the course.

Suggested Projects:

1. Visit local college and interview the basketball trainer for safety pointers.

Reference:

Physical Education for High School Students (A.A.H.P.E.R.)

SEVENTH WEEK

Safety Precautions in Rhythmics, Tumbling and Wrestling

Rhythmics

Word List:

1. movement
2. slickness
3. concentration
4. vital elements
5. dance crystals
6. chalk
7. abrasive

Guide Questions:

1. What is a satisfactory substitute for dance crystals?
2. How can slickness on the dance floor be reduced?
3. Why should abrasives not be used on dance floors?

Safety Precautions:

1. Some rhythmic movements may be extremely dangerous for children. One illustration is the "split". This is a contraindicated movement and should not be included in the program.
2. The activities listed in the Guidebook should be followed. They are safe. Pupils may perform them without fear of injury.

Suggested Projects:

1. Have a dance teacher speak to class on beginning dancers and safety tips.

Reference:

Book: Modern Dance - Lockhart and Pease

Tumbling

Word List:

1. stunts
2. timid
3. attitude
4. initiate
5. preliminary
6. tension
7. distract
8. fundamentals
9. springboards
10. supervision
11. jars
12. analyze
13. spotter
14. confidence
15. timing
16. position
17. predisposing
18. squinting
19. clenching
20. balance
21. control
22. tuck

Guide Questions:

1. How do mental attitude and physical development influence tumbling?
2. What is the job of the spotter?
3. Why is it just as important to learn to spot as it is to perform?

General Safety Principles Related to the Performer:

1. Consider the performer as well as the exercise.
    a. Has he the right mental attitude for the stunt?
    b. Has he the physical development?
    c. Is he sick or tired today?
2. The instructor should personally initiate the timid beginner into the fundamentals of tumbling. Use none but dependable bottom men - seldom change them.
3. The performer should be taught never to try new stunts until he has completed the preliminary work and has been passed by the instructor.
4. The attention of the performer should be kept away from the dangers of an exercise. Fear causes tension and distracts from the ability to concentrate on fundamentals.
5. Springboards are dangerous and their use should be permitted only under closest supervision of an experienced instructor.

General Safety Principles Related to the Instructor:

1. Analyze each stunt for danger element before trying to teach it.
2. Consider all types of spotting techniques for the exercise and employ the most efficient.
3. Prevent jars and shocking surprise. A jarring fall on the back in the first attempt of a forward roll or a hand stand may discourage the performer from attempting further tumbling.

4. The touch of the spotter without giving any assistance at all, establishes much confidence in the learning stage. Know where the lightest touch will give the maximum of confidence.
5. Proper timing and position in relation to the performer throughout the exercise are of great importance.
6. The stronger arm of the safety man should be toward the greatest danger spot.
7. When spotting on one knee, the knee away from the performer at the beginning of the exercise should be on the ground. This will enable the safety man to move with the performer in case he goes too far or falls near the finish of a stunt.
8. Know the predisposing danger signs, learn to recognize fear and hesitation. As the performer approaches, watch him for squinting or closing of the eyes, gritting the teeth or clenching the fists.
9. Turn or guide the performer to a somewhat natural landing position instead of trying to break his fall. It is better to fall off balance forward than backward.
10. If a body is falling completely out of control, especially from height, try to catch the main body mass instead of the arms or legs.

General Safety Principles Relating to Equipment:

1. Always check the equipment and the setting before the class begins.
2. Have proper thickness of mat for the type of stunt being taught.
3. When using two or more mats end to end, never allow them to separate.
4. Never place an end of a mat toward a wall or piece of apparatus.
5. The end of the mat should never face a bright window.
6. Beginning tumblers should not perform any type of rolls more than three times in succession.

Suggested Project:

1. Panel discussion on which is more important, the performer or the spotter.

Reference:

Physical Education for High School Students (A.A.H.P.E.R.)
Beginning Tumbling (Library)
Intermediate Tumbling (Library)

Wrestling

Word List:

1. infection
2. hammerlock
3. grapevine
4. illegal
5. mis-match
6. endanger
7. maneuver

Guide Questions:

1. Why is it important to keep nails and hair short?
2. Why is it not advisable to reduce at an extremely fast rate?

3. Why is it important to roll when you fall?
4. What muscles get sore quicker than any other when participating in wrestling?

Safety Precautions:

1. Wrestling should be done only in properly padded areas.
2. Wrestlers should be paired with others of about the same weight and degree of ability.
3. Proper tights or sweatsuit and protective ear guards should be worn.
4. Reducing to make a weight limit should be done only under a physician's supervision.
5. Rings should not be worn, and the fingernails should be kept closely trimmed.
6. Wrestling should stop when one or the other wrestlers registers distress.
7. Rough tactics, such as simulated by the professional wrestlers, should not be practiced.
8. Wrestling should be done on strictly sanitary mats. Washable mat covers are the most satisfactory.
9. Mat burns should be treated promptly.

Suggested Projects:

1. Have students attend high school wrestling matches and report to class.
2. Have students watch TV college matches and report to class.

Reference:

Physical Education for High School Students (A.A.H.P.E.R.)
Film Strip - Wrestling (Athletic Institute)

EIGHTH WEEK

Community Health Services

Word List:

1. environmental health
2. housing hygiene
3. immunization
4. laboratories
5. statistics
6. bureau
7. communicable
8. disease

Guide Questions:

1. What are the three main groups of people who work to improve the health of your community?
2. What is the greatest of all health resources in any community?
3. How can a chronic disease become a health problem that the family can not handle?
4. What agencies in your community would take immediate action if an epidemic started? What could you do to help in such an emergency?

5. What are other health services that health departments offer to make your daily life healthier?

Suggested Project:

1. Have students visit the local health department and report on all of the various departments within.

Reference:

Local Health Department

NINTH WEEK

Individual Health Problems

Pupils should present problems in any area of health and safety. The teacher should arrange them and assist pupils through discussion, reports, and other media. Problems concerning drug abuse should have priority.

TENTH WEEK

Safety Precautions in Golf and Tennis

Golf

Word List:

1. fore
2. golfing etiquette
3. carelessness
4. teeing
5. practice swing

Guide Questions:

1. What should you always do before taking a practice swing?
2. What should you do when you hear the word "fore"?
3. Why is it dangerous to play golf during an electrical storm?
4. What are the two main causes of accidents while playing golf?

Safety Precautions: (Usually rules of the course on which game is played)

1. Call "fore" loudly before hitting the ball.
2. Wait for the preceding foursome to hit their second ball and move out of range.
3. Do not approach the green until the preceeding players have left the green.
4. Do not swing a golf club until certain no one is immediately behind, to the side, or in front.
5. Do not play golf during lightning storms. Lightning may be attracted to steel-shafted clubs.

Safety Precautions during Instruction:

1. Use cotton or perforated plastic balls.
2. Be sure students are spaced far enough apart that there is no possibility of their hitting each other with the club or ball.

Suggested Project:

1. Have manager of local golf course speak to class.

Reference:

Physical Education for High School Students (A.A.H.P.E.R.)
Film Strip - Golf (Athletic Institute)

Tennis

Word List:

1. coordination
2. balance
3. footwork
4. flexed
5. stroking
6. fundamentals

Guide Questions:

1. How can you prevent blisters on feet when playing tennis?
2. Why should you avoid stiff leg action?
3. What is the purpose of using the system of hitters, throwers, and retrievers?

Safety Precautions:

1. Proper playing surfaces, sufficiently resilient and non-slippery should be provided.
2. Adequate clearance is necessary for side and back lines.
3. Proper instruction in footwork and handling the racquet are necessary. Good balance and fine coordination can help to prevent sprained ankles.
4. Wearing proper shoes and socks can help to prevent blisters. With heavier shoes, wear two pairs of socks; wool socks are preferable.
5. Staying in one's own playing area can reduce the possibility of broken racquets, collisions and bruises.
6. Always limber up gradually after play.
7. Practice periods can be less hazardous by following a system using hitters, throwers, and retrievers.

Suggested Project:

1. Have students set-up, officiate and supervise tennis matches.

Reference:

Physical Education for High School Students (A.A.H.P.E.R.)
Film Strip - Tennis (Athletic Institute)

Safety Precautions in Track and Softball

Track

Word List:

1. charley-horse
2. jogging
3. spiked
4. chilling
5. tensing
6. binding

Guide Questions:

1. Why is physical conditioning so important in track?
2. Why should you put your sweat clothes back on after participating in an event?
3. Why should you never stop immediately after a race?
4. Why are socks sometimes necessary in a long race?
5. Why should track uniforms fit loosely?

Safety Precautions:

1. Warm up thoroughly before starting with special exercises for that particular event.
2. Don't jump through the finish tape.
3. Don't practice starts when stiff.
4. In high jumping learn to land on a foot or feet, not hands or body.
5. Don't jump when take-off is slippery.
6. Always land in pit or on mats.
7. Practice in a secluded place.
8. Clear jumping pits of all foreign objects such as glass, rocks, nails, and sticks.
9. Never throw when young children are around.
10. Roll the shot back to the circle--don't throw it back.
11. Never take hurdles slowly.
12. Never try to jump the low hurdles too low.
13. Keep lead leg straight in hurdling.

Suggested Projects:

1. Have students check their own playing field and make necessary improvement.

Reference:

Physical Education for High School Students (A.A.H.P.E.R.)
Film Strip - Track and Field (Athletic Institute)

Softball

Word List:

1. judgement
2. observation
3. trip
4. protector
5. mask
6. rosin
7. tagging
8. sliding
9. abrasions

Guide Questions:

1. What may happen to the base runner if his shoes are too large?
2. What parts of the catcher's body are protected by the body protector and mask?
3. What procedure should you follow if you have trouble holding the bat?

Safety Precautions:

1. Grip the bat tightly so it will not slip from your hands when swinging at the ball. Other players should always keep in mind the possibility that the batter may lose control of the bat, and they should station themselves where they will not be hit.
2. Catchers should always wear a mask. The game may be called "softball" but the ball is hard enough to break your nose.
3. Perfect a sliding technique before trying to slide in competition. This precaution will help eliminate skin abrasions and broken bones.
4. Use a glove; it will enable you to catch the ball more effectively and minimize broken fingers.
5. Wear proper equipment.
6. Warm up thoroughly before beginning competition, and do not throw too much early in the season until your arm is in condition.

Suggested Projects:

1. Field trip - observe Tidewater Tides play or watch T.V. games and discuss the similarities of baseball and softball and the minor differences.

References:

Physical Education for High School Students (A.A.H.P.E.R.)
Physical Education Handbook - Seaton, Clayton, Leibee, Messersmith

TWELFTH WEEK

Home Safety

Word List:

1. accident
2. aggressive
3. community
4. condemned
5. curious
6. defective
7. discussion
8. disease
9. detergent
10. established
11. exploring
12. extinguisher
13. fatal
14. faulty
15. hazard
16. inevitable
17. inflammable
18. inspection
19. maimed
20. organization
21. permanent
22. prevented
23. representative
24. responsibility
25. shock
26. tragic
27. utensils

Guide Questions:

1. What are the seven causes of death among children from one through fourteen?
2. How may we compare accidents with other causes of death in this age group?
3. List three things that the community must do to aid parents in accident prevention.
4. List and explain the four stages of childhood.
5. What two important points emerge from the discussion on the four stages of childhood?
6. What are the two main causes of accidents that kill or injure children in the home?
7. List twelve facts on "A House Safe to Live In."
8. List fourteen facts on "Careful Housekeeping Pays Off."
9. What can the police department do in addition to traffic regulation and street patrol?
10. What is the aim of all modern city fire departments?
11. How may most small fires be prevented?
12. What is the work of the recreation department?
13. How can the health department promote safety?
14. What is needed to finish the job of child safety?
15. Copy the last statement in the booklet.

A Safe-Home Check List

Yes No

____ ____ 1. Is the area around your driveway free from shrubs, trees, and other obstructions that would prevent a clear view by a person driving a car in or out of your driveway?

____ ____ 2. Are hand rails provided for any stairway of three or more steps that leads to an entrance to your house?

____ ____ 3. Are entrances to the house adequately lighted?

____ ____ 4. Is the porch or terrace, if it is more than 10 inches above ground, protected by a firm railing?

____ ____ 5. Are clothes lines higher than head level and located away from normal paths of travel across the yard?

____ ____ 6. Is the child's outdoor play area located within clear view of the kitchen window?

____ ____ 7. Is the child's indoor play area located away from the normal path of traffic through the house?

____ ____ 8. Do inside stairs have a firm and continuous handrail?

____ ____ 9. Are stairs well-lighted, with a light switch located at both top and bottom of stairway?

Yes No

____ ____ 10. Is the bottom basement step painted white?

____ ____ 11. Is there sufficient head room (6 ft. 8 in.) on all stairs?

____ ____ 12. Is the stair covering firmly tacked down?

____ ____ 13. Are the top and bottom of the staircase free of small rugs?

____ ____ 14. Are all small rugs in the house laid on non-skid material?

____ ____ 15. Are floors thinly waxed and thoroughly polished to prevent slipping?

____ ____ 16. If small children live in the house, are bar gates installed at the top and bottom of the stairs?

____ ____ 17. Is furniture so placed that it does not hinder free movement around the room?

____ ____ 18. Do doors swing into rooms and not into halls or other normal traffic lanes?

____ ____ 19. Is there a tight-fitting screen before the open fireplace?

____ ____ 20. Are all cords run along the wall, not under rugs or furniture?

____ ____ 21. Are light cords short (not more than 7 feet) and firmly connected to the wall to preclude the possibility of tripping over them?

____ ____ 22. Are all wall sockets fitted with guards to prevent children from inserting a finger or a piece of metal into a socket?

____ ____ 23. Is all electrical wiring properly installed by a reputable electrician?

____ ____ 24. Is all electrical equipment of the type recommended by the National Electrical Code and Underwriters' Laboratories, Inc.?

____ ____ 25. Is all electrical equipment regularly inspected, and is any part that is found defective promptly replaced?

____ ____ 26. Are there sufficient outlets for all appliances to prevent over-loading the wires?

____ ____ 27. Are all fuses of proper amperes (usually 15 amperes)?

____ ____ 28. Are master switches or multiple-control switches placed at the entrance of each of the principal rooms?

____ ____ 29. Are all portable electrical appliances, such as the washing machine, grounded to the nearest water (not gas) pipe?

Yes No

____ ____ 30. Are all electrical fixtures or controls in the bathroom located beyond arm's reach from the sink, tub, or shower, and any metal objects?

____ ____ 31. Are all electrical appliances, such as pressing or curling irons, fans, heaters, and so on, disconnected when not in use?

____ ____ 32. Is there an insulating link in the chain of all pull-type electric sockets?

____ ____ 33. Are the locations of the various shut-offs for electricity, gas, and water known to all adult members of the family?

____ ____ 34. Are all low-silled bedroom windows barred or screened to protect children from falling out?

____ ____ 35. Are bunk beds equipped with a bar to prevent children from falling out?

____ ____ 36. Is the rule "No Smoking in Bed" always observed?

____ ____ 37. Are all kitchen shelves within easy reach?

____ ____ 38. Are all curtains located near a gas stove of non-flammable material? If not, are they securely fastened to prevent them from blowing over the flame?

____ ____ 39. Are all knives and other sharp tools kept in a special drawer out of the reach of children?

____ ____ 40. Is kitchen can opener the kind that leaves no rough edges?

____ ____ 41. If grease or water is spilled on the floor, is it promptly wiped up to remove the danger of slipping?

____ ____ 42. Are all stove burner controls out of the reach of young children?

____ ____ 43. Is the gas stove equipped with a gas pilot in good working order?

____ ____ 44. Is there a recently inspected fire extinquisher in the kitchen?

____ ____ 45. Are safety matches used and are all matches kept out of the reach of children?

____ ____ 46. Is there adequate storage space for all kitchen equipment?

____ ____ 47. Is there adequate storage space for tools, toys, bicycles, the lawn mower, screens, storm windows, sewing equipment, etc.?

____ ____ 48. Is the bath tub or shower equipped with a strong grip rail?

Yes No

____ ____ 49. Is a non-skid rubber mat used in the tub or shower?

____ ____ 50. Do all members of the household know where the nearest fire alarm is or how to telephone the fire department in case of fire?

____ ____ 51. Are all poisons kept in a special cabinet, properly marked, and out of the reach of children?

____ ____ 52. Is an approved first-aid kit readily available?

____ ____ 53. Are flammable materials, such as oily rags, kept in a closed metal container?

____ ____ 54. Are such flammable materials as tissue paper, excelsior, and old paper boxes properly stacked in the basement away from the furnace while awaiting disposal?

____ ____ 55. Is the attic free of such flammable materials as wrappings and newspapers that might be subject to spontaneous combustion?

____ ____ 56. Are ashes collected in a metal container?

____ ____ 57. Are furnace, chimney and flues cleaned regularly?

____ ____ 58. Is home dry cleaning done outdoors with a non-flammable fluid?

____ ____ 59. Are all flammable fluids, such as kerosene or gasoline, kept outside and stored in properly marked containers?

____ ____ 60. Is there a special storage place for toys, and do children return them to that place when they are through using them?

____ ____ 61. Are guns unloaded, dismantled, and stored in a locked cabinet?

____ ____ 62. Are chimneys inspected above and below the roof at regular intervals, and is any loose mortar or cement properly restored?

____ ____ 63. Are all minor injuries around the house given prompt first aid treatment?

Four Main Causes of Accidents

A. Falls - About three out of every four deaths resulting from home accidents are caused by falls. This is a serious cause of injury to persons of all ages, but particularly to elderly people.

1. Many falls are caused by poor housekeeping such as:

   a. Rugs that have ripped seams and holes.
   b. Spilling and leaving on the floor oil, grease and water.

    c. Having highly polished, slippery floors with mats that slide easily across such spots.
    d. Leaving toys on steps.
    e. Allowing houses to get in need of repair.

  2. Many falls are caused by careless acts; some of the most common of these are:

    a. Using chairs or boxes instead of firm step ladders.
    b. Not using care in walking up and down stairs while carrying large bundles or objects.
    c. Not turning on lights when possible before entering dark rooms.
    d. Tilting back in chairs and not keeping the legs firmly on the ground.
    e. Sitting in window sills or leaning out of windows.

  3. Prevention of Falls

     The good housekeeper who wishes to be really safe will be on the alert to eliminate such dangers by:

    a. Seeing that small rugs are kept in place by rubber underpads called rug anchors.
    b. Seeing that rubber mats are used in slippery showers and bathtubs.
    c. Seeing that objects are kept in their proper place when not in use. Toys, clothing, and household utensils should not be left lying on the floor or steps for persons to stumble over.
    d. Seeing that sidewalks and steps are kept free of ice by the use of sand, salt or ashes when necessary.
    e. Not allowing houses to get in bad repair.
    f. Seeing that lights are placed at the head of stairs and in all hallways and other dark places.
    g. Being sure that the home is free of all hazards.

B. Burns - Burns and scalds are second only to falls as a cause of accidental deaths in the home. Like falls, many burns and scalds are caused by poor housekeeping and careless acts.

  1. Causes of burns and scalds

    a. Using inflammable cleaning fluids.
    b. Starting fires with kerosene or oil.
    c. Playing with matches.
    d. Leaving liquids in pots and pans on the stove.
    e. Unscreened fireplaces.
    f. Lighting gas ovens.
    g. Careless handling of hot pots and pans.
    h. Using improper heating devices.

2. Safety rules to prevent burns and scalds.

   a. Always strike a match away from the body so that if the head flies off, it will not set fire to your clothing.
   b. Do not take lighted matches or candles in clothes closets or other places where inflammable material is stored.
   c. If you use candles or lamps for lighting, place them on a firm base and put them out before the last person leaves the house or goes to bed.
   d. Never use kerosene to start fires.
   e. Turn the handles of pots and pans containing hot foods or liquids toward the back of the stove.
   f. Never turn the gas on before striking a match to light an oven.
   g. Never light a fire in an unscreened fireplace.

C. Asphyxiation - Asphyxiation can best be described as the stoppage of breathing by physical or mechanical causes. Some methods by which asphyxiation occurs are:

   a. Drowning
   b. Electric Shock
   c. Gas Poisoning
   d. Choking

1. Cause of Asphyxiation in the Home

   a. Poor ventilation when gas is being used.
   b. The use of rubber hose for gas connections instead of metal piping.
   c. Faulty oil and coal furnaces.
   d. Carbon monoxide poisoning from automobiles in closed garages.
   e. Pots boiling over and extinguishing gas flames.
   f. Covers too loose on small children's beds.
   g. Small hard objects such as marbles and coins within easy reach of small children.
   h. Improper eating or chewing.

2. Prevention of Asphyxiation

   a. Make certain that there is good ventilation when gas appliances are used, and provide vents for the disposal of fumes.
   b. Always use metal piping instead of rubber hose for gas connections.
   c. See that gas cocks fit tightly enough to prevent easy turning of the control key.
   d. Report all gas leaks to the gas company.
   e. Never run the motor of a car in a closed garage.
   f. Keep marbles and small coins out of the reach of small children.
   g. Keep furnaces in good repair to prevent coal gas fumes from escaping.
   h. Take small bites of food to prevent choking. Chew well.

D. Poisoning - Accidental poisoning causes many deaths in the home each year. Strange as it may seem, the medicine cabinet, designed to take care of accidents when they do occur, has, itself, proved a major hazard.

1. Preventive Methods for Poisoning

    a. Put the contents of medicine cabinets out of the reach of small children.
    b. Mark distinctly all bottles containing poisonous substances so that they can be readily recognized.
    c. Always look at the label before taking medicine and never take medicine in the dark.
    d. Inspect the medicine cabinet often and throw out all old medicines not in use.

2. Household supplies that are poisonous should be kept locked up. Examples are:

    a. Ammonia
    b. Lye
    c. Lysol

E. Other Home Hazards - It is impossible to describe all the hazards of the modern home. Each year new appliances are invented for use in the home and many of these require special precautions if they are to be used safely.

1. Home Accidents from Electricity

    Most home appliances are electrical. These electrical conveniences in the home have become prolific sources of injury and death. Probably you have had the experience of getting a minor electric shock from an electric switch or exposed cord by touching it with wet hands, or while standing on a wet surface. Such shock might be sufficient to kill.

2. Preventing Accidents from Careless Use of Electricity

    a. Don't try to repair appliances, fixtures or wires until you are sure you have turned off the electricity.
    b. Use only high-grade electrical appliances.
    c. Don't handle appliances, touch a switch, or plug into an outlet with wet hands.
    d. Inspect electric cords and outlets often and replace worn ones immediately.
    e. Don't stand on metal or wet ground while holding or plugging in an appliance.
    f. Don't touch an electrical appliance while in the bathtub, or while touching water, or a pipe or faucet.
    g. Don't put pennies or tin foil in the place of a blown fuse.
    h. Don't run wires or extension cords under rugs, or over nails, hooks or pipes.
    i. Don't drive tacks or nails into electrical wires, or tack them to baseboards.

3. Other Precautions

    a. Never use any equipment carelessly.
    b. Always keep safeguards in place on dangerous parts.
    c. Never oil machines while the motor is running.
    d. Never get too close to the moving parts of machinery, such as wringers on washing machines and the blades of an electric beater or power mower.

Suggested Projects:

1. Invite an electrician to talk to the class about electrical hazards found in the home.

2. Prepare a skit on home safety.

3. Compare the costs arising from a fracture of the large bone of the upper arm, hypothetically caused by a fall from a rickety chair, with the cost of a step ladder. In estimating the cost of the injury, include the doctor's bill, the hospital bill, and any wage loss.

4. Discuss appropriate ways of observing the Fourth of July.

5. Discuss accidents in the home resulting from careless use of modern appliances.

Reference:

Booklet - Your Fire-Safe Home - National Board of Fire Underwriters
Films - Safety in the Home (S)
Safety Begins at Home (N)
Anyone at All - Safety in the Community (S)
Playground Safety (S)

THIRTEENTH WEEK

Fire Arm Safety

Word List:

1. accuracy
2. aiming
3. ammunition
4. lead and swing
5. pointing
6. sights
7. zone of fire
8. sighting-in
9. muzzle
10. stock
11. semiautomatic
12. automatic

Guide Questions:

1. What is the Migratory Bird Act?
2. What is the difference between a shotgun and a rifle?
3. What is a zone of fire?

4. Why is it so important to know the parts of your weapon?
5. What is the name of the organization which educates the public on weapons?
6. What is the difference between a rimfire cartridge and a non-rimfire cartridge?

Precautions for Safety:

1. Be sure of target before firing.
2. Don't climb, jump or run with loaded gun.
3. Always control the muzzle of your gun even when you stumble.
4. Avoid all horseplay.
5. Don't use gun as a club or prod.
6. Treat every gun as if it were loaded.
7. Never shoot a bullet at a hard flat surface or the surface of water.
8. The storage place for all weapons should be out of the reach of children.

Suggested Projects:

1. Have a member of the local police department visit class and give information on small arms.
2. Have members of a local hunting club visit class.

Reference:

Safety Handbook - National Rifle Association

FOURTEENTH WEEK

Smoking

Word List:

1. chronic
2. cilia
3. coronary
4. emphysema
5. esophagus
6. habit
7. inflammation
8. nicotine
9. pulmonary
10. respiratory
11. cancer
12. tars

Guide Questions:

1. What is the trend of cigarette smoking today?
2. What two factors contribute to the rise of lung cancer?
3. What substance in the cigarette do they think is the cause of cancer?
4. How is the respiratory system affected by smoking?
5. What illness or diseases have a close relationship to smoking?
6. Can the body ever repair itself from the harm produced from years of smoking?
7. Why do people smoke?
8. What is the financial impact of smoking on the family; on the nation?
9. What effect does advertising have on the public?
10. What does the future hold for the cigarette smoker?

Suggested Projects:

1. Collect newspaper articles illustrating how careless smoking causes fires.
2. Have students make displays showing how smoking is harmful to the body.
3. Watch and discuss film and filmstrips on smoking.
4. Discuss training rules for athletes and explain why coaches do not want athletes to smoke.
5. Read and discuss the Surgeon General's report on smoking.
6. Have some students visit the local chapter of respiratory diseases.
7. Have students trace the history and development of tobacco.

Reference:

Pamphlets: I'll Choose the High Road - American Cancer Society
To Smoke or Not to Smoke - American Cancer Society
Cigarette Smoking, the Facts - National Tuberculosis Assn.
Filmstrips: I'll Choose the High Road - American Cancer Society

FIFTEENTH WEEK

Bicycle Safety and Pedestrian Safety

Bicycle Safety:

Word List:

1. adjustment
2. bearings
3. congested
4. inflated
5. lubricate
6. mechanical
7. perceptible
8. perpendicular
9. regulation

Guide Questions:

1. List five kinds of machines on wheels.
2. In what respect is your bike a trainer?
3. Why is it important to know the rules of bike riding?
4. List the six don'ts in bike riding.
5. List the three do's in bike riding.
6. What other important things should be remembered?
7. Give three examples to show that your head counts more than your feet on a bike.
8. How can we reduce the chances for accidents and still get all the sport and pleasure out of riding a bicycle?
9. List seven very important points to remember in keeping your bicycle clean and properly oiled.

Safety Precautions:

Nationwide statistics show that three out of every four riders who have been injured in bicycle-motor vehicle collisions were violating some traffic law, or at least handling their bicycles improperly, and that one out of every five bicycles that were involved in accidents had some mechanical defect. The bicycling practices which have most often caused accidents are, in order of frequency:

1. Making improper turns.
2. Disregarding traffic-control devices.
3. Carrying passengers.
4. Proceeding without the right of way.
5. Running into opened automobile doors.
6. Cutting in and out of traffic.
7. Running into parked automobiles.
8. Riding abreast of other cyclists.
9. Riding at an excessive speed.
10. Hitching on motor vehicles.
11. Riding against the traffic.
12. Entering a street without first stopping to look.
13. Riding between motor vehicles and the curb.
14. "Showing off" on the bicycle.
15. Riding on the sidewalk.
16. Riding on a street-car track.
17. Parking improperly.

The foregoing analysis of bicycle accidents shows that they are primarily due to traffic violations and defective bicycles. To remove these causes and thus to fulfill the general objective of the bicycle safety program, teachers must help students achieve the following specific objectives, as well as any others that may be dictated by the special needs of the group:

1. To acquire an understanding of the traffic regulations that apply to bicycling.
2. To appreciate the need for additional regulations that apply specifically to bicycle riders.
3. To recognize and conscientiously accept the responsibility involved in owning and operating a bicycle.
4. To develop attitudes conducive to safe bicycling.
5. To acquire the knowledge and skill necessary to maintain the bicycle in safe operating condition.
6. To acquire sufficient riding skill to operate a bicycle safely at all times and under all conditions.

Suggested Projects:

1. Analyze records of bicycle accidents during the past year and discuss the accidents that might have been prevented.
2. Make a survey of hazardous bicycle situations in your community and discuss possible means of eliminating them or at least of learning to cope with them safely.

Reference:

Booklet: Bikes and Boys and Girls - Kemper Insurance.

Films:	Bicycle Safety Skills	(N)
	Your Bicycle and You	(N)
	On Two Wheels	(N)
	Safe on Two Wheels	(N)
	Cicycle Safety	(N)

Pedestrian Safety

Word List:

1. acquire
2. efficient
3. ensure
4. foreigner
5. handicapped
6. invisible
7. limitations
8. pedestrian
9. privileges
10. responsible
11. recognize
12. visibility

Guide Questions:

1. What is a pedestrian?
2. What side of the street or highway should you walk on at all times and why?
3. What is the proper procedure for getting out of an automobile, bus or other motor vehicle?
4. What is the purpose of over and underpasses?
5. How can the umbrella be a hazard to the pedestrian?
6. What is meant by "rights of a pedestrian?"
7. What is the danger of hitching on to moving vehicles?

Safety Precautions:

1. Select safe play areas away from streets.
2. Understand and follow the directions of safety-patrol members and traffic officers.
3. When there are alternative routes to school, choose to cross those streets where traffic is relatively light.
4. Cross the street only at cross-walks.
5. Look for traffic in all directions, watch especially for turning cars before crossing an intersection.
6. Consider the width of the street and the speed of approaching cars before stepping into the street, and wait on the curb or in the safety zone if there is any doubt that there is ample time to reach the opposite curb safely.
7. Never dawdle in crossing a street but walk directly to the opposite curb keeping to the right of the crosswalk.
8. Set an example by obeying traffic laws, street signs, traffic signals and road markings.
9. Never enter a street from behind or between parked cars.
10. Watch for backing and turning cars before stepping into the street.
11. Stand in safety zones until the path to the curb is clear and then proceed to the curb directly opposite.
12. Get out of an automobile, bus or streetcar on the curb side and watch for oncoming traffic before crossing the street.
13. Never cross in front of a vehicle.
14. Walk on the left side of a street, highway, or rural road if there is no sidewalk off the road, and step off the road, if possible, when a motor vehicle approaches.
15. Use the overpass or underpass, whenever one is provided to reach the opposite side of the street.
16. Redouble caution when the weather is bad, when streets are crowded, or when other conditions are present that increase hazards.

17. Carry umbrella in a way that does not obstruct view of traffic.
18. Take special care when in a hurry, when carrying bundles, when not feeling well, or when distracted or worried.
19. Do not try to hitch onto moving vehicles.
20. Do not always insist on rights as a pedestrian.
21. Use common sense and remain alert at all times.

Suggested Projects:

1. Analyze your conduct as a pedestrian during the past week and list your pedestrian violations. Compare the advantages you gained by unsafe behavior with the degree of danger incurred.
2. Secure a list of local pedestrian laws and ordinances from the police department and discuss them in class.
3. Invite a local traffic officer to talk to your class on the proper pedestrian procedures at busy intersections.
4. Observe a busy intersection in your community, and list and compare the pedestrian violations committed by adults with those committed by students.
5. List pedestrian acts that irritate motorists and discuss ways of eliminating these practices.
6. List drivers' acts that irritate pedestrians and discuss ways of eliminating these practices.

Reference:

Booklet: Wacky Walkers - Inter-Industry Highway Safety Committee
Films: When You Are A Pedestrian (S)
Street Safety Is Your Problem (N)
Lucky You (N)
Pedestrians (S)

SIXTEENTH WEEK

Personal Problems

Word List:

1. popularity
2. peers
3. relationships
4. dutch dating
5. double dating
6. etiquette
7. affection
8. going steady
9. petting
10. adolescence
11. masturbation
12. nocturnal
13. menstruation
14. pregnancy
15. puberty
16. acne
17. personality
18. behavior

Guide Questions:

1. What are the physical changes that occur during adolescence?
2. What causes these changes?
3. What are some problems of adolescence? (Menstruation, masturbation, etc.)
4. What is meant by emotional health?
5. What constitutes an attractive personality?
6. Why is an attractive personality important?
7. List and explain the functions of the male and female sex organs.
8. How are glands and body growth related?
9. What is corpus luteum?
10. What is the difference between identical and fraternal twins?

Points of Discussion:

1. When to start dating. (age)
2. How to choose a date.
3. Where to go and what to do on a date.
4. How long the date should last
5. The correct etiquette for different types of dates.
6. Accepting or refusing dates.
7. The type of behavior a boy admires on his date.
8. The type of behavior a girl admires on her date.

Suggested Project:

1. Have a panel of boys and a panel of girls discuss their problems or misunderstandings with each other. The teacher should guide the discussion and keep it under control.

Reference:

Films: Beginning to Date (N) (S)
Dating Do's and Don'ts (N) (S)
Date Etiquette (N) (S)
Mind Your Manners (N) (S)

SEVENTEENTH WEEK

Individual Health Problems

Pupils should present problems in any area of health and safety. The teacher should arrange them and assist pupils through discussion, reports and other media. Problems of behavior, boy-girl relationships, and personal health should have priority; particular attention should be given to pupils with drug abuse problems.

EIGHTEENTH WEEK

Vacation Safety

Word List:

1. allergy
2. anticipation
3. assurance
4. committee
5. communicable
6. council
7. culprit
8. emergency
9. equipment
10. humidity
11. inadequate
12. incidentally
13. opportunities
14. poisoning
15. prescription
16. reservations
17. restaurant
18. restrain
19. schedule
20. strain
21. stress
22. survey
23. vacation
24. varmints
25. veterinarian
26. vociferous
27. wheezing

Guide Questions:

1. Give three reasons for taking a vacation.
2. What four factors should be considered in planning your vacation the family way?
3. List eight things that should be considered by the family council.
4. List ten points to be carefully considered when planning to travel by automobile.
5. List four points to be considered when planning to travel by plane, train, boat or bus.
6. What four factors affect your family's health? Give four examples and explain each.
7. Give ten tips on packing (tripping lightly, but sensibly).
8. What items should be in your first aid kit?
9. List four things that should be done in your advanced planning.
10. List seven tips for children's comfort and mother's convenience on trips.
11. List five tips for the older children on a trip.
12. List five helpful hints on baby's food and drink.
13. List ten points on swimming safety.
14. List ten precautions to be considered in getting a sun tan.
15. What is the chief value of a sun tan?
16. How may sunstroke and heat exhaustion best be prevented?
17. List six points on fishing safety.
18. What food should be avoided as a precaution against food poisoning while on vacation?
19. What precautions should be taken as far as other food is concerned?
20. What should be done if someone becomes ill?
21. What precautions should be taken concerning milk and water?
22. What three things may cause a gain in weight while vacationing?
23. What precautions should be followed during a thunder storm?
24. What is a good motto for vacationers?
25. List the unwelcome company in the great outdoors. List the danger of and treatment for each.
26. List and describe three poison plants.
27. What is the best way to escape trouble from poison plants?
28. List activities that may be enjoyed on a winter vacation in the "winter wonderland."

29. What suggestions are given concerning proper clothing and other equipment?
30. What should be done about illness while away from home?
31. If you are going abroad, where should you write for special health precautions?
32. What advice is given concerning those final all-too-short days of our holiday?

Precautions for Safety:

1. Never swim alone.
2. Never swim immediately after eating.
3. Always regulate the amount of exposure to the sun.
4. Be able to identify the poisonous plants in the area of your vacation.
5. If going abroad, be sure to check with the National Health Service concerning necessary injections.
6. When eating out on picnics or trips do not take foods that will spoil easily.
7. Always make proper arrangements for the care and comfort of small children on vacations.

Suggested Projects:

1. Have students make a booklet on a real or imaginary vacation for the coming summer, getting an estimate of the cost of transportation, food, lodging and entertainment. The booklet should include lists for packing, what sights to see and any necessary arrangements that need to be made for the care of pets. Safety precautions should be stressed. Travel folders, maps and pictures from magazines could be used to make an attractive booklet.

Reference:

Vacationing - The Equitable Life Assurance Society of the United States.

EIGHTH GRADE

FIRST WEEK

Nutrition

Word List:

1. nutrients
2. nutrition
3. calorie
4. protein
5. carbohydrates
6. fats
7. elements
8. deficiency
9. malnutrition
10. energy
11. diet
12. menu

Guide Questions:

1. What are the three functions of food?
2. What nutrients are energy-producing?
3. What nutrients are body-building?
4. What nutrients are regulatory and protective?
5. What are the "basic four?"
6. What is a calorimeter?
7. How many calories does a daily quota of the basic four provide?
8. How may you calculate your calorie quota?
9. What is the result of too many calories?
10. What is the result of too few calories?
11. What are some of the bad effects of overweight?
12. List at least six tactics for taking off weight.
13. List at least six pointers for gaining weight.
14. What role does exercise play in weight reduction?
15. What things should be remembered when attempting to lose weight?
16. What is a balanced or adequate diet?
17. What are some foods necessary to insure a well-balanced diet?
18. What are the five classes of food elements or nutrients?
19. Why is protein necessary in the diet?
20. Why are carbohydrates necessary in the diet?
21. What do fats contribute in the diet?
22. Why should you eat a good breakfast?

Suggested Activities:

1. Plan a week's menu as you would if you had to prepare the family meals. Include variety and good nutritional foods.
2. Keep a diary of activities and food eaten for two days. Compute calorie intake and output to determine excess or deficiency.
3. Develop a bulletin board display of the Basic Four Groups.

Reference:

Film Strip: Food and Nutrition (N)
Booklets: There's More to Food Than Eating - Prudential Insurance Company
Eat and Grow Slim - American Institute of Baking

SECOND WEEK

Vitamins and Minerals

Word List:

1. vitamin
2. insufficient
3. thiamine
4. niacin
5. riboflavin
6. ascorbic acid
7. minerals
8. calcium
9. iron
10. iodine
11. fuels
12. sources

Guide Questions:

1. What is a vitamin?
2. Why is it important to eat foods which supply vitamins?
3. Why does the body need Vitamin A?
4. What may result from insufficient Vitamin A?
5. Why does the body need Vitamin B_1 (thiamine)?
6. What may result from insufficient thiamine?
7. What are some good sources of Vitamin B_1?
8. Why does the body need niacin?
9. What are some good sources of niacin?
10. What may result from insufficient niacin?
11. Why does the body need Vitamin B_2 (riboflavin)?
12. What may result from insufficient riboflavin?
13. What are some good sources of riboflavin?
14. Why does the body need Vitamin C (ascorbic acid)?
15. What are some good sources of Vitamin C?
16. What may result from insufficient Vitamin C?
17. Why does the body need Vitamin D?
18. What are some good sources of Vitamin D?
19. What may result from insufficient Vitamin D?
20. What minerals are most likely to be missing in the diet?
21. Why does the body need calcium?
22. What are some good sources of calcium?
23. What may result from insufficient calcium?
24. Why does the body need iron?
25. What are some good sources of iron?
26. What may result from insufficient iron?
27. Why does the body need iodine?
28. What are some good sources of iodine?
29. What may result from insufficient iodine?
30. What is the staff of life?
31. What are the concentrated fuels?
32. What is the most nearly complete food?
33. 70% of the body is water. Name several reasons why the body needs water.

Suggested Activities:

1. Make vitamin and mineral charts showing sources, functions and results of deficiencies.
2. List and discuss common food fads and fallacies.
3. Discuss the history of dietary deficiency diseases (scurvy, goiter).

Reference:

Booklet: What To Eat and Why - John Hancock Insurance Company

Films:
Eat for Health (N)
Food and Nutrition (N)
Fundamentals of Diet (N)
Obesity (S)
Why Eat a Good Breakfast (N)
Digestion of Food (N)
American Red Cross Home Nursing Story, "The Wonderful World of Food" (N)
Digestion and Food (N)
Bread (N)
Understanding Vitamins (N)
Your Food (N)
Nutrition in Food (N)
Balance Your Diet for Health and Appearance (N)
Your Food (N)
Why Foods Spoil (N)

Filmstrips:
You and Your Food *
Essentials of Diet (N)
How the Vitamins Help Man *
Eat Well - Live Well *
Nutrients in Food (N)
How Food is Digested (N)
Consumer Problems in Nutrition (N)
Nutrition: Energy, Growth and Repair *
Food and Nutrition *

* Available from Yoder Company

THIRD WEEK

Eyes

Word List:

1. astigmatism
2. blepharitis
3. cataract
4. choroid
5. color blindness
6. conjunctivitis
7. convex
8. concave
9. cornea
10. cross eye
11. farsightedness
12. glaucoma
13. hyperopia
14. iris
15. iritis
16. lachrymal glands
17. lens
18. myopia
19. nearsightedness
20. night blindness
21. oculist
22. optic nerve
23. optician
24. optometrist
25. ophthalmologist
26. pink eye
27. presbyopia
28. pupil
29. retina
30. sclera
31. strabismus
32. stye
33. trachoma

Guide Questions:

1. What is the primary function of the eye?
2. What is the clear part of the eye called?
3. What part of the eye gives it its color?
4. What regulates the amount of light that enters the eye?
5. What focuses the incoming light rays on the retina?
6. What gathers the light rays?
7. What enables the light rays to be transmitted to the brain?
8. What is normal eyesight?
9. What is nearsightedness?
10. What is farsightedness?
11. What is astigmatism?
12. What do lenses do?
13. What is the relationship between poor eyesight and a poor student?

14. What is an opthalmologist?
15. What can you do to help keep your eyes in good condition?
16. What happens to the eye in myopia?
17. What happens to the eye in hyperopia?
18. What happens to the eye in astigmatism?
19. What is glaucoma?
20. What is a cataract?
21. What is presbyopia?
22. What is conjunctivitis?
23. What is iritis?
24. What is trachoma?
25. What is a stye?
26. What are some common causes of eye strain?
27. What are the dangers of using dark glasses?

Suggested Activities:

1. View and discuss the films.
2. Study the structure of the eye as given on charts and in references, and compare the structure of the eye to the camera.
3. List eye defects and the way each should be corrected.
4. Develop a list of good practices to be followed in caring for the eyes.
5. Illustrate how the eye works (with hand made materials - no models) or illustrate some of the diseases of the eyes and how they can be corrected.

Reference:

Films: Eyes, Advanced (S)   Your Eyes (S)
How the Eye Functions (N)   Eyes and Their Care (N)
Film Strips: Eyes and the Camera)
Protecting Eyes at Work) Available from Yoder Company
The Eyes)
Booklet: Eyes That See and Ears That Hear - John Hancock Insurance Company

FOURTH WEEK

Ears

Word List:

1. auditory nerve
2. audiometer
3. cochlea
4. eustachian tube
5. equilibrium
6. incus
7. malleus
8. mastoiditis
9. oval window
10. otolaryngologist
11. semi-circular canals
12. stapes
13. tympanic membrane
14. vibration

Guide Questions:

1. What is the primary function of the ear?
2. What are the parts of the ear?
3. What are the three main divisions of the ear?

4. What part of the ear collects and directs sound?
5. What does the ear gather from the air?
6. What is the name of the membrane stretched across the ear canal?
7. Why is wax secreted into the ear?
8. What are some of the most common causes of ear disorders?
9. Why is it dangerous to blow the nose violently?
10. What infection may occur in the porous bone just behind the ear?
11. What effects may diseased tonsils and adenoids have on hearing?
12. What is an ear doctor's professional title?
13. What has happened to the ear of someone about whom we say, "He has a punctured ear drum?"
14. How does a hearing aid function?
15. How is a hearing aid fitted to certain individuals?
16. When is a hearing aid needed?
17. How does a doctor test your hearing?
18. What effect does a hearing deficiency have on a student?
19. Why is it unwise to pick and probe in the ear?
20. What four things might you do to preserve your hearing?
21. Why do nose and throat infections threaten hearing?
22. Why do we get a funny sensation when going up on an elevator or in a plane that can only be adjusted by swallowing?
23. Why should we never put "anything smaller than the elbow" in the ear?
24. Why is it advisable to seek immediate attention to all ear ailments?

Suggested Activities:

1. View films and discuss the ear structure and the working mechanism.
2. Test the ear with the audiometer.
3. Develop a list of good practices to be followed in caring for the ear.
4. Discuss the possible dangers which threaten the ears when one has a cold.
5. Organize and conduct an open forum class discussion on the question: "Should vision and hearing tests be included in the examination for a driver's license."

Reference:

Booklet:	Eyes That See and Ears That Hear - John Hancock Insurance Company	
Films:	The Ear and Hearing (N)	Ears: Their Structure and Care (N)
	How the Ear Functions (S)	Equilibrium (N)
	Ears and Hearing (N)	
Filmstrip:	The Ears - Available from Yoder Company	

FIFTH WEEK

Drug Education - Marihuana

Word List:

1. addict
2. amphetamines
3. amobarbital
4. "barbs"
5. "bennies"
6. benzedrine
7. butabarbital
8. cannabis sativa
9. chromosomes
10. chronic
11. depression
12. dexedrine
13. hallucinations
14. heroin
15. illicit
16. intoxicating
17. joints
18. L.S.D.
19. marihuana
20. mescaline
21. methedrine
22. morphine
23. N.I.M.H.
25. "pep pills"
26. pentobarbital
27. peyote
28. psychedelic
29. psychotic
30. psilocybin
31. pusher
32. sedatives
33. speed
34. stimulants
35. secobarbital

Guide Questions:

Marihuana

1. What type climate does the plant marihuana grow in?
2. What are some other names for marihuana?
3. In what way can you distinguish the smell of marihuana?
4. How long has this plant been known to man?
5. What are some of the physical effects from the use of marihuana?
6. In what way does marihuana affect one's judgement?
7. What percent of narcotic addicts have used cannabis sativa?
8. List the penalties for the possession and use of marihuana.
9. What are the long range effects of cannabis sativa?
10. Can a user of marihuana be cured completely?

Suggested Activities:

1. Reports
2. Panel discussions
3. Discussions on news articles about marihuana

Reference:

Film: Insight or Insanity - Bailey Film Associates
Booklet: Marihuana

SIXTH WEEK

Drug Education - L.S.D., Amphetamines and Barbiturates

Word List:

See Word List for Fifth Week

Guide Questions:

L.S.D.

1. What is L.S.D.?
2. When was L.S.D. first developed?
3. How powerful is lysergic acid diethylamide?
4. For what reasons do people use L.S.D.?
5. How does the use of L.S.D. affect a user physically?
6. List some of the psychological effects of the use of L.S.D.
7. In what ways does L.S.D. affect one's thinking?
8. List four dangers of L.S.D.
9. In what ways can this drug be hazardous to young people?
10. What are the visual symptoms of an L.S.D. user?
11. What are the long-range effects of L.S.D.?
12. Does L.S.D. affect all users in the same way?

Amphetamines and Barbiturates

1. List some ways amphetamines are used.
2. What are some slang names for this drug?
3. List some of the ways that stimulant drugs affect one's body.
4. List five ways stimulants can be misused.
5. What percent of all medical prescriptions for mood-affecting drugs are stimulants?
6. How dangerous are stimulant drugs?
7. What are sedatives?
8. List at least five sedatives.
9. How can sedatives be used for medical purposes?
10. List some effects of an overdose of barbiturates.
11. Is the use of barbiturates dangerous? How?
12. What is the penalty for illegal use and possession of barbiturates?

Suggested Activities:

1. Reports
2. Panel discussion
3. Discussion of news articles on drug abuse.
4. Have students make displays.

Reference:

Film: Insight or Insanity - Bailey Film Associates
Booklets: Marihuana
The Up and Down Drugs - Amphetamines and Barbiturates
L.S.D.

SEVENTH WEEK

The Teeth

Word List:

1. abscess
2. bicuspid
3. calcification
4. caries
5. cementum
6. crown
7. cuspids
8. deciduous teeth
9. dental hygienist
10. dental prophylaxis
11. dentin
12. dentifrice
13. enamel
14. gingivitis
15. halitosis
16. incisors
17. malocclusion
18. mastication
19. molar
20. neck
21. orthodontist
22. orthodontics
23. pulp cavity
24. pyorrhea
25. peridontal
26. membrane
27. permanent teeth
28. Vincent's Infection
29. tartar

Guide Questions:

1. What is the primary function of the teeth?
2. What are the parts of a tooth?
3. What are the names of the two sets of teeth?
4. What are the names of the teeth of the deciduous set?
5. What are the names of the teeth of the permanent set?
6. How many teeth are in each set?
7. What are the main functions of the deciduous teeth?
8. What are the functions of the various kinds of teeth?
9. What is the most common dental ill?
10. How is tooth decay started?
11. What is an abscess?
12. How is an abscess formed and what causes it?
13. What is gingivitis?
14. What is Vincent's Infection?
15. What is another name for Vincent's Infection?
16. How can gingivitis be detected?
17. What known conditions lead to gingivitis?
18. What peridontal disease might result from an unattended case of gingivitis?
19. What is a malocclusion?
20. What effects may malocclusion have?
21. What is tooth erosion?
22. What is tooth abrasion?
23. What are some of the causes of tooth abrasion?
24. What are some of the causes of tooth erosion?
25. What is halitosis?
26. What causes halitosis?
27. What is a canker sore?
28. Why and when should the teeth be brushed?
29. What is a dentifrice?
30. How valuable are commercial mouthwashes?
31. What are the four best ways to prevent and control dental caries?
32. How can flourides be used in the control and prevention of tooth decay?
33. Of what value are dental X-Rays?
34. How can peridontal diseases be prevented?

35. How may malocclusions be corrected?
36. Who treats malocclusions?
37. How may tooth abrasions and erosion be prevented?
38. What food elements are valuable to normal tooth development?
39. What food substances are responsible for tooth decay?
40. Why should sweets be restricted in the diet?
41. What are some wholesome foods that should be included in the diet for dental health?

Suggested Activities:

1. View film.
2. Make an acceptable dentifrice from salt and baking soda and demonstrate the proper technique for brushing the teeth.
3. Invite a local dentist to talk to the class on teeth and their care.
4. Prepare a bulletin board display on dental hygiene.
5. Obtain animal teeth from the local butcher and discuss their structure.

Reference:

Booklet: Your Guide to Dental Health - American Dental Association
Films: Care of the Teeth (S)
Our Teeth (N)
Save Those Teeth (N)
The Teeth (N)
Filmstrip: The Teeth - Available from the Yoder Company

EIGHTH WEEK

The Feet and Good Grooming

The Feet

Word List:

1. abnormal
2. bunion
3. calcaneus
4. callous
5. carpals
6. club foot
7. deformity
8. flat feet
9. fungi
10. hammer toe
11. longitudinal arch
12. metatarsals
13. obesity
14. orthopedist
15. phalanges
16. pigeon toe
17. talus
18. tarsals
19. transverse arch
20. spasmodic

Guide Questions:

1. What is the primary function of the feet?
2. What are the names of the bones of the feet?
3. What is a foot abnormality?
4. What are some of the causes of flat feet?
5. What is athlete's foot?
6. What is the greatest cause of foot disabilities?

7. What are the two types of flat feet?
8. What causes flat feet?
9. What is a corn?
10. What are the symptoms of fallen arches?
11. How can you tell when you have athlete's foot?
12. What are some rules to remember when buying shoes?
13. What is an orthopedist?
14. How can athlete's foot be prevented?
15. Why are gymnasiums and shower rooms places that usually spread the germs causing athlete's foot?
16. How can pigeon toe be corrected?
17. What is the corrective treatment for club foot?
18. Why should the corrective treatment for foot abnormalities begin early in childhood?
19. What can be done to bring relief to those suffering from fallen arches?
20. What are some exercises that will help strengthen the feet?
21. How can hammer toe be corrected?
22. How can improper-fitting shoes affect the growth of the feet?
23. What type of shoe would be best for each of the following and why?
    a. Continuous walking.
    b. Participating in athletics.
    c. Beach or summer wear.
    d. Growing children.
    e. Dress-up occasions.

Suggested Activities:

1. Viewing and discussing film.
2. Drawing diagrams of the feet and labeling the parts.
3. Inviting a foot specialist to talk to the class.
4. Surveying the feet of class members to check for flat feet and other abnormalities.

Reference:

Booklet: The Foundation of Your Well-Being - Division of Health Education, Department of Public Health, Norfolk, Va.
Films: Care of the Feet (S)
The Walking Machine (S)
The Feet (S)
Filmstrip: Your Hands and Feet (N)
Care of the Feet (S)

Good Grooming

Word List:

1. posture
2. blemishes
3. shampoo
4. adornment
5. wardrobe
6. grooming
7. clothing
8. cleanliness
9. neatness

Guide Questions:

1. What are the different layers of skin?
2. What is the outer layer of skin composed of?
3. What is the dermis composed of?
4. What are the functions of the skin?
5. What can be done about skin blemishes?
6. What are the different types of skin disorders?
7. Why is it important to take good care of your hair?
8. What are the parts of a hair?
9. What is the proper care for your skin and hair?
10. How can dandruff be controlled?
11. What is the correct posture while:
    a. Sitting
    b. Standing
    c. Walking
12. What are the three abnormal curvatures of the spine?
13. Why do we wear clothing?
14. What should you know about wardrobe selection?

Suggested Activities:

1. Have discussions on good grooming.
2. Invite a skin specialist to talk to the class.
3. Display examples of good grooming.

Reference:

Filmstrip: The Skin, Hair, and Nails - Available from the Yoder Company
Films: Grooming - Teen-age Clothing Series (N)
Public Appearance, Etiquette Series (N)
Right Clothes for You (N)
You and Your Grooming - Grooming for Girls Series (N)
Your Face - Grooming for Girls Series (N)
Your Figure - Grooming for Girls Series (N)
Your Hair - Grooming for Girls Series (N)
Improving Your Posture (N)

NINTH WEEK

Personal Health Problems

Word List:

1. acne
2. adolescent
3. cervix
4. chromosomes
5. embryo
6. egg
7. extracurricular
8. fertilization
9. fetus
10. fallopian tube
11. masturbation
12. menstruation
13. nocturnal emission
14. ovary
15. perceptual
16. perspiration
17. puberty
18. reproduction

Guide Questions:

1. What are the values of friendship?
2. How does one act in mixed company?
3. How can one establish values in social relationships?
4. What traits do girls admire in boys? What traits should they admire?
5. What traits do boys admire in girls? What traits should they admire?
6. Are many friends necessary? Why?
7. How does one learn to converse with the opposite sex?
8. What makes people popular?

Suggested Activities:

1. Show film - Boy to Man or Girl to Woman.
2. Discuss film and word list.
3. Discuss problems that arise in establishing acceptable attitudes and values towards the opposite sex.

Reference:

Films: Boy to Man (N)
Girl to Woman (N)

TENTH WEEK

Personal Health Problems (Continued)

Word List:

See Word List for Ninth Week.

Guide Questions:

1. What is a problem?
2. Are all problems the same?
3. What contributes most to developing a problem?
4. Why do we have problems?
5. What are some methods of solving problems?
6. Can you solve your own problems?
7. What are the six steps in solving a problem?
8. How does learning about the common problem benefit the individual?
9. What does the word adolescent mean to the individual?
10. Why do some people develop problems before others even though they are the same age?
11. Do girls develop problems as quickly as boys?
12. List contributing factors to your growth and development.
13. What are some protective methods for improving your skin?
14. How does doubt and ignorance contribute to problems?
15. List suggestions that may benefit the solving of personal problems?
16. Why do some parents dislike seeing their children grow up?
17. List a few points of friction with the family circle.

18. What is meant by "keeping parents posted?"
19. List methods that could create better understanding between parents and children.
20. What are your personal feelings about school?
21. What are the values of school concerning (a) law, (b) career, (c) learning process, (d) preparation.
22. What are your main problems in school?
23. How does one make the most of their abilities?
24. Why should one be involved in extracurricular activities?
25. How much does school contribute to a personality?
26. Can a teacher contribute to a student's well-being?

Suggested Activities:

1. Have panel discussion on:
   a. What Are Your Main Problems?
   b. In Your Opinion, What Is the Main Problem Between Parents and Teenagers Today?
   c. What Is the Generation Gap?

Reference:

Booklet: What Are Your Problems - Chapter I, II, III, and IV.
Growing Up and Liking It - Personal Products Company

ELEVENTH WEEK

Personal Health Problems (Continued)

Word List:

See Word List for Ninth Week.

Guide Questions:

1. Why do we as individuals have to learn to live with others?
2. How do we learn by observing others?
3. How can we learn to get along with people?
4. Why do we feel that we must "belong?"
5. Check yourself on the four questions on page 31 of "What Are Your Problems?"
6. What are the major problems of an individual concerning feeling at ease with the opposite sex?
7. What are the dating problems of (a) boys (b) girls.
8. What are your views concerning going steady?
9. Why is just learning the facts of life not enough?
10. Compare your personal feelings, desires, and habits with the survey on page 35 of "What Are Your Problems?"
11. Can daydreamers solve problems?
12. How does an individual get to know himself better?
13. What does the term "compromise" mean?
14. What does the term "emotional maturity" mean?

15. What does the term "sharing your problem" mean?
16. How can most vocational problems be solved?
17. What things should you consider when choosing a mate?
18. When should good citizenship begin?
19. How can you become a good citizen?
20. How are problems concerning religions solved?

Suggested Activities:

1. Have panel discussion on:
   a. What Are the Major Traits You Would Look for in the Opposite Sex When Asking or Accepting a Date? Why?
   b. How Can You Determine If a Problem Is Major or Minor?

Reference:

Booklet: What Are Your Problems - Chapters V, VI, and VII
Filmstrips: How to Make and Keep Friends (N)
Learning About Popularity (N)
Making the Most of Yourself (N)
Ways We Influence Others (N)
Belonging to a Crowd (N)
Learning to Understand Your Parents (N)
Learning About Loyalty (N)
Helping At Home (N)
Teenage Allowances (N)
Dare To Be Different (N)

TWELFTH WEEK

First Aid and Disaster Safety

Word List:

1. abrasion
2. acid
3. alkali
4. artificial respiration
5. asphyxia
6. bandage
7. brain
8. chemical burns
9. comminuted
10. compound
11. cramps
12. degree
13. dilute
14. direct pressure
15. dislocation
16. dressing
17. exhale
18. exhaustion
19. fracture
20. frostbite
21. greenstick
22. heat
23. hernia
24. immobilize
25. incise
26. infection
27. inhale
28. laceration
29. ligaments
30. lockjaw
31. nausea
32. over exertion
33. poisoning
34. puncture
35. shock
36. simple
37. splint
38. sprain
39. sterile
40. stroke
41. strain
42. sunburn
43. tetanus
44. thermal burns
45. tourniquet
46. transportation
47. traumatic
48. ultraviolet
49. unconscious
50. universal antidote
51. wound

Guide Questions:

Introduction

1. Define first aid.
2. What are the values of first aid?
3. How can first aid help us avoid accidents?
4. What are the first aid steps in order of importance to be followed when you arrive at the scene of an accident?

Wounds

1. Define a wound
2. Describe the four types of wounds.
3. What is infection? Give the cause, treatment, and prevention.
4. What is the treatment for minor wounds?
5. What is the difference between a dressing and a bandage?
6. How can you make a sterile dressing?
7. What are the three ways to control bleeding? Which is the best?
8. Explain tourniquet and arterial pressure.

Bandages

1. Describe how to bandage:
    a. Head
    b. Forehead
    c. Hand
    d. Arm
    e. Foot
    f. Leg

Fallout radiation

1. What are some protective measures against fallout radiation?
2. What are the effects of radiation?
3. What is the proper equipment for a fallout shelter?
4. How do you purify water?

Suggested Activities:

1. View Filmstrips and have class discussion.
2. Have Red Cross, Fire or Police Department personnel talk to class.

References:

See list in Fifteenth Week.

THIRTEENTH WEEK

First Aid and Disaster Safety (Continued)

Word List:

See Word List for Twelfth Week.

Guide Questions:

Traumatic Shock

1. What is traumatic shock?
2. What are some causes of traumatic shock?
3. What can happen if shock is left untreated?
4. What is the first aid for shock? Explain proper methods for placing blankets over and under the victim.
5. How do you tell when to raise the feet? The head?

Oral Poisoning

1. What are the signs and symptoms of poisoning?
2. How can you determine what type of poison has been taken?
3. What is the first aid for poisoning? (Mention the Poison Information Center of Norfolk - 625-1306)

Burns

1. How do fires and burns affect the public financially?
2. What are the hazards associated with fires?
3. Characterize the different degrees of burns.
4. What are the four basic types of burns?
5. What is the first aid for minor and major thermal burns, sunburn and scalds?
6. What is the cause of a sunburn?
7. How can sunburn be prevented?
8. What is the first aid for sunburn?
9. How can chemical burns differ as to cause?
10. What is the first aid for chemical burns? Alkali burns?
11. What is heat stroke? Give the symptoms, first aid, prevention.
12. What is heat exhaustion? Give the signs, symptoms, first aid, prevention.
13. What are heat cramps? Give the signs, symptoms, first aid, prevention.
14. What is frostbite? Give the signs, first aid, prevention.
15. What is a blister? How is it caused and how can it be prevented?
16. What is the first aid for a blister?

Suggested Activities:

1. Have a competent person come in to talk to the class on the various topics covered during the week.

Reference:

See Fifteenth Week.

FOURTEENTH WEEK

First Aid and Disaster Safety (Continued)

Word List:

See Word List for Twelfth Week.

Guide Questions:

Fractures

1. What is a fracture?
2. What are the three types of fractures?
3. What is a greenstick fracture?
4. What are the signs and symptoms of a fracture?
5. What is the first aid for a fracture?
6. Explain ways to immobilize a fracture with the use of splints for the following:
    a. Arm - upper, lower
    b. Hand
    c. Leg - upper, lower
    d. Foot
    e. Collar bone
7. What are the problems associated with a head fracture?
8. What is a sprain? Give the cause, signs and symptoms, first aid.
9. What is a strain? Give the cause, signs and symptoms, first aid.
10. What is a dislocation? Give the cause, signs and symptoms, first aid.
11. What is a hernia or rupture? Give the cause, signs, and symptoms, first aid.

Suggested Activities:

1. Have the school nurse or some other competent person give a demonstration showing what to do in case of fractures, sprains, strains, or dislocations.

Reference:

See list at end of Fifteenth Week.

FIFTEENTH WEEK

First Aid and Disaster Safety (Continued)

Word List:

See Word List for Twelfth Week.

Guide Questions:

Artificial Respiration

1. Why does the body need air? What is the difference between the air inhaled and the air exhaled? Where does this change take place?
2. What is the breathing rate of adults? children?
3. Under what conditions is artificial respiration necessary?
4. How should you rescue a person from electric shock?
5. What is asphyxia? Give the signs and symptoms, first aid.
6. List ways to rescue a drowning person.
7. What is the first aid for a person who has stopped breathing?

Common Emergencies

1. What is a heart attack? Give the signs and symptoms, first aid.
2. What is a stroke? Give the signs and symptoms, first aid.
3. What is an epileptic convulsion? Give the signs and symptoms, first aid.
4. What is the first aid for a foreign body in the eye?
5. What is the first aid for a foreign body in the throat or air passage?
6. What should be done for an animal bite?
7. What is asthma and what is the first aid for it?
8. What should be done for an ear ache?
9. What is the first aid for an eye irritation?

Transportation

1. Why is transportation so important to a person rendering first aid?
2. How should you prepare a patient to be transported?
3. What are the various methods used to transport a victim? one person rendering first aid, two, or many?

Contents of First Aid Kits

1. Compartment I	
a. Scissors	1 pair
b. Surgical Kit	1
c. A.S.A. (Aspirin)	2 bottles
d. Cascara	1 bottle
e. Pencil	1
f. Thermometer	1
g. Pins	1 card
h. Benzylkonium Chloride Tincture	1 package
i. Gauze Bandage, 3 in.	2 rolls
j. Adhesive Plaster	1 roll
k. Emergency Medical Tags	1 book
2. Band Aids (between compartment 1 and 2)	2 boxes
3. Compartment II	
a. Medium battle dressings	2 packages
b. Triangular bandages	2 packages
c. Small battle dressings	2 packages
d. Tourniquet	1
4. Compartment III	
a. Tetracaine Opthalmic Ointment	1
b. Morphine	3 packages
c. Small battle dressings	6 packages

Emergency First Aid Kit (4 persons or less)

1. Antiseptic Solution: (Benzalkonium Chloride, Sol. Tincture of Merthiolate)	6 oz. bottle
2. Aromatic Spirits of Ammonia	2 oz. bottle

3.	Table Salt	1 lb. box
4.	Baking Soda	1 lb. box
5.	Triangular Bandage	4
6.	Large bath towel	2
7.	Small bath towel	2
8.	Bed Sheet	1
9.	Medium first aid dressing (8" x 7½")	2
10.	Small first aid dressing (4" x 7")	2
11.	Paper drinking cups	25
12.	Eye drops	1 bottle
13.	Castor oil	1 oz. bottle
14.	Small flashlight	1
15.	Safety pins, 1½"	15
16.	Razor blades, single edge	1 package
17.	Toilet soap	1 bar
18.	Splints, plastic or wooden	12
19.	Tongue blades, wooden	12
20.	Water purification tablets	1 bottle (100)
21.	Measuring spoons, plastic or metal	1 set

Suggested Activities:

1. Have a competent person come in to talk to class about artificial respiration and first aid. Have demonstrations.
2. Use Resussi-Anne to demonstrate mouth-to-mouth resusitation.

References:

Book: Family Guide Emergency Health Care
Aides: Manikin, Resussi-Anne
Films: First Aid Fundamentals (S)
Back Pressure - Arm Lift Method of Artificial Respiration (S)
How to Control Bleeding and Care of Shock (N)
First Aid - Arm Fractures (N)
First Aid - Leg Fractures (N)
First Aid on the Spot (N)
First Aid Series (Set of 9) (N)
Film Strips: First Aid - Your Responsibilities in First Aid (N)
First Aid - For Bleeding and Shock (N)
First Aid - Use of Artificial Respiration (N)
First Aid - For Bones, Muscle and Joint Injuries (N)
First Aid - Dressings and Bandages (N)
First Aid - For Wounds (N)
First Aid - Transportation of the Injured (N)
First Aid - In Common Medical Emergencies (N)

SIXTEENTH WEEK

Boating Safety

Word List:

1. abaft
2. abeam
3. aboard
4. aft
5. amidship
6. astern
7. barnacle
8. beam
9. below
10. bend
11. bilge
12. bow
13. bunks
14. bulkhead
15. caulk
16. cavitation
17. chart
18. cleat
19. dry rot
20. draft
21. freeboard
22. gunwale
23. hatch
24. head
25. hull
26. keel
27. leeward
28. knot
29. log
30. port
31. rail
32. ribs
33. sheer
34. starboard
35. stem
36. stern
37. swab
38. transom
39. trim
40. weather
41. windward

Guide Questions:

Boating in Tidewater

1. What rules govern boating in the Tidewater area?
2. What are the classifications of boats?
3. What are the required equipment for each classification of boats set by the U.S. Coast Guard?
4. How do you buy a boat in Tidewater? What do you need to make your outfit complete?
5. How do you register a boat?
6. What are the Coast Guard regulations for numbering a boat in Virginia?
7. What should you do in case of an accident while boating?
8. What should you do if you sell a boat?
9. How can water sports be more fun?
   a. Fishing
   b. Skiing
   c. Sailing
   d. Scuba Diving

Suggested Activities:

1. Invite someone from the U. S. Coast Guard to talk to the class, giving safety tips and explaining rules and regulations regarding boating.

Reference:

Booklets: Pleasure Boat Safety - Coast Guard
Outboard Boating Skills - Evinrude
Films: Boats, Buoyancy, Stability and Propulsion (N)
Water Safety (N)
Safety in the Water (N)
Boats, Motors and People (N)

SEVENTEENTH WEEK

Boating Safety (Continued)

Word List:

See Word List for Sixteenth Week.

Guide Questions:

Boats and Motors

1. What are the different types of boats?
2. What is the difference between a planing hull and a displacement hull?
3. How do you determine the correct size motor for a boat?
4. What is the proper way of mounting an outboard motor on a boat?
5. What is cavitation? How does it affect your boating?
6. How do you determine the capacity of your boat?

Handling and Seamanship

1. How do you acquire good boating habits?
2. What is the proper way to enter a boat?
3. How should the people and equipment be arranged in a boat?
4. How do you start the boat moving, and how do you bring it back to dock?
5. What are the common knots used to secure a boat to a pier? To an anchor?
6. What are the types of anchors and how is each used?

Rules of the Road, Boating Customs, Etiquette

1. What are the nautical rules of the road?
2. What are the "Don't" and "Never" rules of better boatmen?
3. What are the 3 R's of piloting?
4. What are the types of buoys and other water road signs? For what are they used?
5. What are your responsibilities as a boatman?

Care of Boats, Motors, Equipment

1. Describe the different methods of care for boats based on the material used for construction.
2. How do you care for the equipment used on a boat?
3. How do you care for your outboard motor?

Weather

1. Why is a check list important before going boating? What is included?
2. How do you forecast the weather?
3. What are the different wind warnings?

Suggested Activities:

See Sixteenth Week

Reference:

See Sixteenth Week

EIGHTEENTH WEEK

Individual Health Problems

Pupils should present problems in any area of health and safety. The teacher should organize the problems for instruction and assist pupils in the study of the problems through discussion, reports and other media. Problems of drugs, behavior, boy-girl relationships, and personal health should have priority.

NINTH GRADE

DISEASE CONTROL, HUMAN GROWTH AND DEVELOPMENT DRUG EDUCATION AND DRIVER EDUCATION

Disease Control

Word List:

1. anesthesia
2. antiseptic
3. asepsis
4. bacteria
5. Clara Barton
6. Curie
7. disease
8. Dorthea Dix
9. Christian Ehrenburg
10. Eykman
11. evolution
12. Frelich
13. Galen
14. germ
15. Harvey
16. Hippocrates
17. Holst
18. Jenner
19. Eli Metchnikoff
20. Otho Muller
21. Florence Nightingale
22. Pasteur
23. Walter Reed
24. Roentgen
25. Edward L. Trudeau
26. vaccine
27. Andreas Vesalius
28. Van Leeuwenhoek
29. Von Naegeli
20. x-ray

Guide Questions:

1. Which ancient civilizations had doctors?
2. Who was Hippocrates? What is the oath of Hippocrates? Is this oath as applicable for modern doctors as for doctors over 2000 years ago?
3. Did Galen's books give factual information? If so, discuss what contributions they made to medicine.
4. During the Middle Ages what was man's concept of disease?
5. How did Andreas Vesalius's theories on human anatomy dispute Galen's, and how did people react to these differences?
6. What was William Harvey's contribution to medicine?
7. Trace the evolution of the war against bacteria after Van Leewenhoek's discovery.
8. What is anesthesia, who discovered it, and how did it's use help in the fight against disease?
9. What discovery did Joseph Lister make that proved highly successful in the field of surgery?
10. Who discovered the relationship between foods and disease?
11. Outline the history of nursing.
12. What does your public health department do for you today?
13. What is disease?
14. How may asepsis be achieved?
15. Discuss other health heroes and their contributions: Examples: Wilhelm K. Roentgen, Pierre and Marie Curie, Dr. Jonas Salk, Dr. Sabin, and Sir Alexander Fleming.

Suggested Activities:

1. Ask several students to obtain, from the Division of Health Education, Department of Public Health, one of a series of booklets published on Health Heroes. These booklets give a more intimate description of the heroes we study in this unit. These same students can give oral reports to the class.

2. While this unit is being studied, assign the class the following projects:
   a. Ask your parents, grandparents, relatives and friends about the types of cures they have used or experienced for diseases.
   b. Try to find folk lore which is best suited to start a discussion on home remedies or cures.
      Examples of folk lore: Asthma cures: (a) smoking the leaves of the blue gum four or five times a day, (b) eating two or three lemons daily. Croup cures: (a) Cut onions into thin slices, sprinkling each slice with a layer of sugar. This yields a syrup of which a teaspoonful should be given every fifteen minutes. (b) Give small amounts of kerosene oil every half hour until relief is obtained.

Reference:

Booklet: Man Against Disease - Blue Cross

SECOND WEEK

Childhood Diseases

Word List:

1. acute
2. antibodies
3. antigens
4. antitoxin
5. bacteria
6. carrier
7. chronic
8. contagious
9. diagnose
10. DPT
11. functional
12. fungi
13. immunity
14. incubation
15. infectious disease
16. injection
17. inoculation
18. organic disease
19. microorganisms
20. protozoa
21. quarantine
22. resistance
23. serum
24. susceptible
25. symptoms
26. toxin
27. toxoid
28. vaccine
29. vaccination
30. virus
31. whooping cough

Guide Questions:

Measles
1. What causes the measles?
2. What is the length of the incubation period?
3. Give the symptoms, where does the rash appear first?
4. Where do Koplek spots appear?
5. Describe the two vaccines that were developed in the 1960's that give immunity against measles.
6. Give some complications that may arise from an unattended case of the measles.

Diphtheria
1. Define diphtheria.
2. What specific bacillus causes diphtheria?

3. What are the symptoms?
4. How can this disease be prevented?
5. What is the Shick test? When was this developed?
6. Can one be a carrier of this disease?

Chickenpox

1. What is another name for chickenpox?
2. How long is the incubation period?
3. What microorganism causes chickenpox?
4. What are the symptoms?
5. Does one case cause immunity?

Scarlet Fever

1. What variety of bacteria causes scarlet fever? What other diseases do they cause?
2. What are the symptoms, and how soon does a rash appear after the first symptom?
3. What treatment is usually effective against the bacteria which cause scarlet fever?
4. George F. and Gladys H. Dick developed antitoxins to be used in the treatment of scarlet fever. What else did they develop?

Whooping Cough

1. What causes whooping cough?
2. Who first discovered the germ which causes this disease?
3. To what age group is whooping cough most contagious and serious?
4. Does one attack of whooping cough offer immunity?
5. Which vaccine offers immunity?
6. What three antibiotic drugs are used for treatment? (Answer: Chloramphenicol, aureomycin and terramycin)
7. Does a DPT shot offer any immunity to whooping cough?

Poliomyelitis

1. What causes polio?
2. Why was this disease once called infantile paralysis?
3. What are some general symptoms?
4. Describe the Salk and Sabin vaccines and explain how each works.
5. Who was a famous President who had polio? What did he do to help find a prevention?
6. Can polio be cured?
7. How does the polio virus affect the body? How can one become paralyzed by polio?

Mumps

1. Mumps is caused by a virus which attacks what two types of tissues in the body?
2. What is the incubation period?
3. Give the first symptoms and tell about how long these last.
4. Can a person be inoculated within a week after exposure and avoid this disease?

Impetigo

1. What is impetigo and what causes it?
2. What are the symptoms and treatment?

German Measles

1. What is another name for this disease?
2. What are the symptoms?
3. Is this disease as serious in young children as it is in expectant mothers?
4. What are some complications that always occur when the expectant mother contracts this disease during the first three months of a pregnancy?
5. What is the Merch vaccine?
6. Is immune globulin an effective preventive measure?

Roseola Infantum

1. At what age does this disease most generally occur?
2. What are the symptoms?
3. How high does the fever of a child with roseola infantum generally run?
4. About how many days does the child carry a high temperature before a rash appears?

Suggested Activities:

1. Borrow the necessary equipment from the biology department and have a demonstration of how bacteria grow and multiply.
2. Collect newspaper reports on use of new drugs in treatment of disease.
3. Arrange skits on the significance of quarantine signs.
4. Teach pupils how to read a thermometer.
5. Have each student make a chart of his own record of childhood diseases and compare.
6. Devise game matching diseases with mode of spread.
7. Compare death rates for childhood diseases from communicable disease, non-communicable disease and accidents.

Reference:

Booklets: Childhood Diseases - Prudential Life Insurance Company
Protection Against Communicable Disease - The Equitable Life Assurance Society of the United States.

THIRD WEEK

Respiratory Diseases

Word List:

1. allergy
2. bronchitis
3. congestion
4. coryza
5. dyspnea
6. influenza
7. membrane
8. mucous
9. pleura
10. pneumonia
11. prognosis
12. sinusitis
13. sputum

Guide Questions:

Colds

1. What causes colds?
2. What are the best precautions for preventing colds?
3. Give a few examples of the care that can be given to relieve the discomforts of a cold.
4. How valuable are fluids in the treatment of colds?
5. When do colds occur most often? Why?

Sinusitis

1. How is sinusitis related to the common cold?
2. What is sinusitis?
3. How can sinusitis be prevented?

Influenza

1. What is the cause of influenza?
2. What is the danger season for influenza?
3. Can influenza be prevented? How?

Bronchitis

1. How does a common cold sometimes develop into bronchitis?
2. What could cause bronchitis other than viruses?

Pneumonia (Lobar pneumonia)

1. What causes at least 95% of all lobar pneumonia?
2. Give the appearance of the lung in pneumonia as it goes through the three stages.
3. Discuss the effects of pneumococcal pneumonia and staphylococcal pneumonia.
4. What is used most often in the treatment of pneumonia?
5. List three ways pneumonia can be prevented.

Tuberculosis

1. What bacteria causes tuberculosis? Who discovered it?
2. What are some of the symptoms?
3. What is tuberculosis mode of transmission?
4. Give two ways of detecting tuberculosis in its early stages.
5. What is the relationship of white spots which may appear in a chest x-ray and tuberculosis?
6. Is there a cure for tuberculosis?
7. Give two drugs used in the treatment of TB.
8. Can one return to normality after treatment?
9. Could the use of BCG (Bacilli of Calmette-Guerin) prevent tuberculosis in the United States if widely used?
10. Does everyone who contracts TB have to go to a sanatorium?
11. How many new cases of TB were there in Norfolk in 1969? How many so far this year?
12. Does one case of TB produce immunity?

Emphysema

1. What is emphysema and what causes it?
2. What are the symptoms?
3. Is there a relationship between emphysema and smoking?

4. Explain why emphysema is thought of as a progressive disease.
5. What is the prognosis for emphysema?

Reference:

Booklets: Introduction To Respiratory Diseases - National Tuberculosis Association.
Facts In Brief About Tuberculosis and Other Respiratory Diseases - National Tuberculosis Association.
Today's Health, December 1965 - American Medical Association.
Emphysema, by Jules Saltman - Distributed by the Anti-Tuberculosis League, 810 W. 47th Street, Norfolk, Virginia. (There is a charge for this booklet.)

FOURTH WEEK

Heart Disease

Word List:

1. aorta
2. anticoagulants
3. arterioles
4. arteriosclerosis
5. artery
6. atrium
7. blood pressure
8. capillaries
9. congenital
10. coronary
11. diastolic
12. diuretics
13. endocardium
14. heart murmur
15. hemorrhage
16. hypertension
17. massage
18. paralyzed
19. passive
20. pulmonary artery
21. septum
22. systolic
23. thrombosis
24. valve
25. vein
26. ventrical

Guide Questions:

1. What is the relationship between heart disease and infection?
2. Are there many kinds of heart disease?
3. Can heart disease be inherited?
4. Do people under 35-40 suffer with heart disease?
5. What are some of the musts when living with heart disease?
6. Is exercise dangerous after having had a heart attack?
7. Should smoking be continued by those suffering with heart ailments?
8. What services are available in your community for people with heart disease?

Rheumatic Heart

1. What is rheumatic heart disease?
2. What causes this heart condition?
3. Is this condition hereditary?
4. Will an attack of this disease bring about immunity?
5. What is the best protection against recurrences of this condition?

Blood Pressure

1. What heart diseases are associated with blood pressure?

2. What is blood pressure?
3. How does hypertension differ from hypotension?
4. How does high blood pressure affect the heart and arteries?
5. Can one recover from these ailments and live a normal and active life?

Coronary Heart Ailments

1. What is a coronary heart disease?
2. Are coronary heart diseases always fatal?
3. Can one recover from these ailments and live a normal and active life?

Arteriosclerosis

1. What are the harmful affects of this disease?
2. Will this condition cause the vessels to burst causing hemmorhage?
3. Can this condition be overcome?

Angina Pectoris

1. What is angina pectoris?

Coronary Thrombosis

1. How does this condition differ from arteriosclerosis?
2. Does this condition always result in death?
3. What effects may this condition leave on the patient?

Suggested Activities:

1. Have students make oral reports using recent articles from newspapers and magazines as references on the latest methods of treating heart disease. Example: Heart transplants.
2. Invite a local heart specialist to demonstrate the use of the electrocardiograph.
3. Bring a stethoscope to class and let the students listen with it to hear the sound of the heart.
4. Have students make a three-dimensional model of the heart and illustrate with the model how the heart functions.
5. Compose a crossword puzzle using the heart and its functions for the definitions.

Reference:

1. Booklets: High Blood Pressure - American Heart Association
Strokes - American Heart Association
Heart Disease In Children - American Heart Association

FIFTH WEEK

Cancer

Word List:

1. benign biopsy
2. carcinogens
3. carcinoma
4. cell
5. epithelial
6. hormones
7. leukemia
8. malignant
9. mole
10. mutation
11. radiation
12. sarcoma

Guide Questions:

1. What is cancer?
2. Is there a cure for cancer?
3. How does cancer spread?
4. Is cancer contagious or infectious?
5. What is the difference between normal growth and cancerous growth?
6. How can you tell if a growth is cancerous?
7. Is a tumor a form of cancer?
8. How can cancer be detected?
9. What are the early warning signs of cancer?
10. Why should the disease be diagnosed and treated early?
11. Is bleeding always a sign of cancer?
12. Do more women than men die of cancer?
13. Is cancer of the lung a special danger to men?
14. Does smoking cause cancer?
15. What are the more common forms of cancer in women?
16. What precautions should be taken against cancer of the breast?
17. Can cancer develop in children?
18. At what age do cancer deaths occur most frequently?
19. How is cancer treated?
20. How can one get a proper cancer examination?

Suggested Activities:

1. Provide opportunities for increasing awareness of the sociological, psychological and economic problems involved with cancer.
2. Impress the importance of avoiding quacks and home remedies for the treatment of cancer.
3. Impress the students with the importance of an annual physical check-up.
4. Have students give oral reports to foster an appreciation of the importance of research in cancer control.
5. Have a student investigate and report to the class the career possibilities related to cancer control and research.
6. Invite a speaker from the local cancer society to speak to the class to help them understand the work of that group.

Reference:

Booklet: Youth Looks at Cancer - American Cancer Society

SIXTH WEEK

Diabetes, Epilepsy and Arthritis

Diabetes

Word List:

1. diabetes 2. insulin 3. coma

Guide Questions:

1. What is diabetes?
2. What are the symptoms of diabetes?
3. What causes diabetes?
4. Are hives the first symptom of diabetes?
5. What can be done for diabetes?
6. How does a person know that he has diabetes?
7. How is diabetes treated?
8. What is insulin?
9. Can medicines be self-administered for this condition?
10. What serious complications can result from severe diabetes?
11. Why does the diabetic patient need special instructions about diet?

Suggested Activities:

1. Obtain test tape and other materials used to give insulin injections and show these to the class.

Reference:

Booklet: Diabetes - Prudential Health Series

Epilepsy

Word List:

1. convulsion
2. degenerative
3. lesions
4. numbness
5. patient
6. seizure
7. therapy

Guide Questions:

1. What is epilepsy?
2. Define the four types of seizures.
3. Describe two classes of convulsions.
4. What is the treatment for epilepsy?
5. List causes of seizures at various ages.

Suggested Activities:

1. Invite a physician to discuss epilepsy with the class.

Reference:

Booklet: Epilepsy - The Epilepsy Foundation

Arthritis

Word List:

1. rheumatoid
2. gout
3. osteoarthritis

Guide Questions:

1. What is arthritis?
2. What are the most common forms of arthritis?
3. What is rheumatoid arthritis?
4. What is the cause of rheumatoid arthritis?
5. What is the treatment of rheumatoid arthritis?
6. Is there a cure for rheumatoid arthritis?
7. Why is exercise important?
8. Is aspirin valuable in the treatment of arthritis?
9. What is gout? Osteoarthritis?

Suggested Activities:

1. Have students relate personal experiences from their families.
2. Have students make chart showing the different kinds of arthritis and how they affect different parts of the body. Example: hands.

Reference:

Booklet: Today's Facts About Arthritis - The Arthritis Foundation

SEVENTH WEEK

Venereal Diseases: Syphilis and Gonorrhea

Word List:

1. chancre
2. epidemiology
3. eradication
4. gonococci
5. gonorrhea
6. spirochetes
7. syphilis

Guide Questions:

1. Are syphilis and gonorrhea caused by the same germ?
2. What germ causes gonorrhea? Draw it.
3. What germ causes syphilis? Draw it.
4. How are these germs contracted?
5. What is the only cure for syphilis and gonorrhea?
6. Is there any vaccine or other immunizing agent against either syphilis or gonorrhea?
7. If you have had syphilis or gonorrhea, can you catch either one again?
8. Teenagers make up what percentage of reported cases of syphilis and gonorrhea?
9. What is the number of teenagers attacked daily in the United States by syphilis and gonorrhea?
10. Is all damage done by syphilis and gonorrhea permanent damage?
11. Can the spirochete and gonococcus germs stay alive outside the body?
12. Can dead germs infect?
13. When do most males develop symptoms of gonorrhea?
14. When do most females develop symptoms of gonorrhea?

15. When may the first signs of syphilis appear?
16. What effects can develop from untreated gonorrhea in the male? In the female?
17. What effects can develop from untreated syphilis?
18. Anyone suspecting that he or she might have syphilis or gonorrhea should do what immediately?
19. What is the surest way to stop the spread of gonorrhea and syphilis?

Terms Related to Syphilis Which Should Be Explained By the Teacher:

1. incubation period
2. primary syphilis
3. basic mechanism of destruction
4. secondary syphilis
5. recurring secondary syphilis
6. late symptomatic syphilis
7. late syphilis of the skin
8. cardiovascular syphilis
9. neurosyphilis
10. congenital syphilis
11. blood test for syphilis
12. treatment for syphilis
13. epidemiology

Terms Related to Gonorrhea Which Should [illegible] Explained By the Teacher:

1. incubation period
2. vaccine and immunity
3. clinical symptoms
4. untreated gonorrhea (male)
5. untreated gonorrhea (female)
6. diagnosis in the male
7. diagnosis in the female
8. treatment of gonorrhea
9. epidemiology of gonorrhea

Suggested Activities:

1. Have class visit public health department for [illegible] lecture and observation.
2. Invite a speaker to talk about venereal diseases.

Reference:

Books: Teacher's Handbook on Venereal Disease Education
Student's Manual on Venereal Disease
Film: A Quarter Million Teenagers (N)
Filmstrip: Venereal Disease: A Present Danger (N)

EIGHTH WEEK

Human Growth and Development

Word List:

1. acne
2. chromosomes
3. cord
4. corpus luteum
5. fallopian tube
6. follicle
7. genes
8. heredity
9. hormones
10. hymen
11. labor
12. menstruation
13. nucleus
14. ovaries
15. ovulation
16. pituitary gland
17. placenta
18. puberty
19. pubic
20. semen
21. spermatozoa
22. testes
23. testicles
24. urethra
25. uterus
26. vagina
27. womb

Guide Questions: (Based on Booklet - Finding Yourself)

Chapter 1

1. What chemical substances cause body changes in size and form?
2. What part of the body produces these chemicals?
3. Give a few personality developments which go along with the physical changes the body makes.

Chapter 2

1. Explain the teenage growth spurt.
2. How can physical activities improve awkwardness which may seem to be a problem at this age?
3. What can be done for acne?
4. How do the pituitary glands help regulate growth in height and body proportions?
5. What are the female sex glands called? Where are they located?
6. What are the male sex glands called? Where are they located?
7. List a few physical changes caused by hormones that may occur in both male and female during puberty.

Chapter 3

1. Explain how the egg is produced by the ovaries.
2. Trace the path of the egg cell from the ovary to the outside of the body.
3. Describe the uterus or womb.
4. What happens when the egg cell is fertilized?
5. What connects the uterus with the outside of the body?
6. Where is the vagina located? What is it protected by?
7. Once the egg cell is released from the ovary what substance fills this opening and what is the function of this substance?
8. Explain menstruation.
9. Discuss "normal" in relationship to menstruation.

Chapter 4

1. What are the male sex glands?
2. What is another name for the sperm cells?
3. Explain the purposes of the urethra.
4. Trace the path of the sperm cell from testes to the urethra.
5. What are "seminal emissions?" Are they normal?

Chapter 5

1. Describe fertilization.
2. How does the unborn baby grow?
3. What protects and nourishes the unborn baby?
4. Explain the function of the placenta.
5. What causes labor pains?
6. What happens to the placenta once the child is born?
7. How are family traits passed to the baby?
8. When the sperm cell and egg cell unite what happens to the chromosomes? How many chromosomes are there?
9. Explain why each child is different.
10. What is the difference between "identical" and "fraternal" twins?

Chapter 6

1. Give some facts and principles that may help you to find your own answers as to what is right and what is wrong.
2. How can you increase your capacity for friendship?
3. When should dating begin?
4. What does the term "going steady" mean to you?
5. Discuss problems that may arise during this time of life. Example: masturbation, necking, premarital relations.
6. How can one tell the difference between friendship and love
7. Give four good ways of improving friendships with people your own age
8. How can you plan a date so that you have something to do that is interesting?
9. Give three methods by which you can improve your ways of solving problems.
10. Explain why your sense of right and wrong is so important.
11. List ten ways in which your conduct as a teenager can affect your future.
12. What does the term "double-standards" mean to you?
13. How can you cultivate the strength of your character?
14. Is it important for you to have the courage to say "no?"
15. What are your ideals? How have you formed them?

Suggested Activities:

1. Show only films approved by the State Department of Education which are available to you from the Physical Education office.

Reference:

Booklet: Finding Yourself - American Medical Association

NINTH WEEK

Individual Health Problems

Pupils should present problems in any area of health and disease control. The teacher should arrange these and assist pupils through discussion.

TENTH WEEK

Driver Education

Word List:

1. accelerator
2. accident report
3. alertness
4. ammeter
5. attitude
6. braking distance
7. carbon monoxide
8. carburetor
9. centrifugal force

10. choke
11. clutch
12. collision
13. color vision
14. compression stroke
15. cooling system
16. cylinder
17. "dawdler"
18. differential
19. disabled driver
20. distraction
21. driver's license
22. drowsiness
23. electrical system
24. emotional
25. engine
26. exhaust
27. fatal accidents
28. fatigue
29. friction
30. fuel supply
31. gauges
32. gears
33. hand signals
34. hydraulic
35. ignition
36. indicators
37. intake stroke
38. instrument panel
39. insurance
40. internal combustion
41. intersection
42. lubrication system
43. maintenance
44. maneuvers
45. mechanical
46. mental qualifications
47. momentum
48. negligence
49. night vision
50. nonfatal accident
51. pedestrian
52. pistons
53. power stroke
54. psycho-physical
55. qualifications
56. reaction time
57. reckless
58. right-of-way
59. road conditions
60. road hog
61. road signs
62. Safety Responsibility Act
63. side vision
64. speeding
65. speedometer
66. sportsmanlike driving
67. temperamental driver
68. temporary disabilities

Teaching Guide (Taken from Sportsmanlike Driving):

A. Introduction
B. Chapter 1 - What Driving Means To You
C. Chapter 2 - The Psychology of the Driver
D. Chapter 3 - The Eyes of the Driver

ELEVENTH WEEK

Driver Education (Continued)

Word List:

See Word List for Tenth Week

Teaching Guide (Taken from Sportsmanlike Driving):

A. Chapter 4 - Physical Fitness and Safety
B. Chapter 6 - Traffic Laws Made By Nature
C. Chapter 7 - Stopping Distances and the Driver
D. Chapter 8 - Traffic Laws Made By Man

TWELFTH WEEK

Driver Education (Continued) and Drug Abuse Education

Driver Education (Continued)

Teaching Guide: (Taken from Sportsmanlike Driving)

A. Chapter 5 - The Sneak Attack of Alcohol and Drugs

Drug Abuse Education

Word List:

1. addiction
2. amphetamine
3. amobarbital
4. apprehension
5. barbiturates
6. benzidrine
7. botanical
8. chromosome
9. cocaine
10. delirium
11. depressant
12. dexadrine
13. DMT
14. euphoric
15. felony
16. hallucinogen
17. hashish
18. hepatitis
19. heroin
20. kilo
21. LSD
22. mainline
23. marihuana
24. mescaline
25. methadone
26. methamphetamine
27. misdemeanor
28. morphine
29. neophytes
30. organic syndromes
31. paradoxical
32. paranoid psychosis
33. peyote
34. phenobarbital
35. psilocybin
36. psychological
37. psychological dependence
38. psychologist
39. socio-economic
40. sociological
41. speed

Guide Questions:

Marihuana

1. What is marihuana made of?
2. How does the amount of THC (tetrahydrocannabinol) in marihuana affect the user?
3. Give a few "slang" names for marihuana.
4. How can marihuana become psychologically addictive? Explain the difference between psychological and physical addiction.
5. What are the penalties for the use of marihuana for the first offense? For the second offense?
6. What are the penalties for selling marihuana?
7. What is a felony? How could a conviction of a felony affect your future? What kind of job or profession is it possible for you to follow once you have been convicted of a felony?
8. Why does one smoke marihuana?
9. Discuss the reasons given by the National Institute of Mental Health for smoking marihuana.
10. Once the technique of smoking marihuana is developed wnat happens to the user?

Amphetamines

1. Define amphetamine.
2. Explain the difference between methamphetamines (speed) and amphetamines.

3. What are "pep pills"? How do they affect the user?
4. How can an amphetamine affect one's mood?
5. Give a few examples of people who abuse amphetamines.
6. How would you explain the coined phrase "speed Kills"?
7. When an abuser of methamphetamine begins to "mainline", what usually happens to that person?

Barbiturates
1. Define barbiturate.
2. What are barbiturates made of?
3. Can barbiturates become physically addictive?
4. Of what medical value are amphetamines and barbiturates?

Hallucinogens
LSD (lysergic acid diethylamide)
1. When was LSD first produced and for what purpose?
2. Can LSD be purchased legally in the United States?
3. Give some of the dangers of LSD.
4. Why do you feel the use of LSD is decreasing?
Peyote
1. What is peyote and where does it come from?
2. How is peyote taken? Why?
3. What are the effects of peyote?
Mescaline
1. What is mescaline derived from?
2. What are the hallucinogenic effects of mescaline?
3. How must mescaline be taken? Why?
DMT
1. What are the effects of DMT?
2. Where is DMT found?

The Trip
1. Give a clinical explanation of what a trip is like.
2. What are the legal penalties for the use of any hallucinogen?

Narcotic Drugs

Definition under Federal Law - Any of the following, whether produced directly or indirectly by extraction from substances of vegetable origin or independently by means of chemical synthesis or by a combination of extraction and chemical synthesis:

1. Opium, isonipecaine, coco leaves, and opiate.
2. Any compound, manufactured, salt, derivative, or preparation of opium, isonipecaine, coco leaves, or opiate.
3. Any substance which is chemically identical with 1 or 2.

Heroin (Diacetylmorphine)
1. How is heroin made?
2. Is heroin addictive?
3. How does heroin affect the mood and body?
4. Why do many deaths result from an overdose of heroin?
5. Why does one try heroin the first time?

6. Is there a cure for heroin addiction?
7. Discuss the use of methadone in the treatment of heroin addiction.
8. What are the two methods of withdrawal from heroin and how does the body react to these?
9. What are the two kinds of heroin used by addicts?

Morphine (principle derivative of opium)
1. What are the specific dangers of morphine?

Drug Traffic

Soft Drugs
1. Where do soft drugs come from?
2. How do they get into the United States?
3. Discuss the profits from the sale of soft drugs and how they affect our daily lives.
4. What can be done to stop the supply of soft drugs?

Hard Drugs
1. Where do hard drugs actually originate?
2. Who controls the hard drug business in the United States?

Enforcement
1. What are the four main functions of the Federal Bureau of Narcotics and Dangerous Drugs?
2. What are the major concerns of the Bureau with drug abuse?

Suggested Activities:

1. Invite a medical doctor to speak on the values of drugs and their importance to people as medicines.
2. Make a chart showing the narcotic drugs, giving the source and effects of each drug.
3. Have pupils collect newspaper and magazine articles on drug abuse for class discussion.
4. Make up and give a skit illustrating withdrawal symptoms for soft and hard drugs.
5. Have pupils role-play a situation in which a pupil shows how one should react when approached to try narcotics.
6. Make two charts; one should have listed the problems of society caused by drug abuse and the other the good things drugs can do for our society.

Questions that may be used as topics for research papers or classroom debate:

1. What might be the real factor motivating someone to use drugs? Example: Who says its fun? Everyone in the crowd is doing it? It shocks our parents?
2. Is the drug society that the committed drug user joins any better than the one that he leaves behind? Does it have many of the same failures? In "dropping out" of society, what does the drug user achieve? How does his new society benefit him?

3. What methods other than drug use are available to protest against things one does not like about our society in general?
4. What does the student risk when he takes drugs?
5. How do drugs benefit the user?

Reference:

Booklets: Drug Abuse: The Chemical Cop-out - National Association of Blue Shield Plans
Drugs and Drug Abuse - Health and Physical Education Service, Division of Secondary Education, State Department of Education, Richmond, Virginia.
Film: Drugs and Driving (N)
Filmstrip: L.S.D.: The Acid World (N)

THIRTEENTH WEEK

Driver Education (Continued)

Teaching Guide: (Taken from Sportsmanlike Driving)

A. Chapter 9 - Observance and Enforcement
B. Chapter 10 - Driving In the Country
C. Chapter 11 - Driving In Cities and Towns
D. Chapter 12 - The Pedestrian and the Driver

FOURTEENTH WEEK

Driver Education (Continued)

Teaching Guide: (Taken from Sportsmanlike Driving)

A. Chapter 13 - Driving on Freeways
B. Chapter 14 - Driving Under Adverse or Special Conditions
C. Chapter 16 - Taking Care of Your Car

FIFTEENTH WEEK

Driver Education (Continued)

Teaching Guide: Taken from Sportsmanlike Driving)

A. Chapter 15 - How the Automobile Runs

SIXTEENTH WEEK

Driver Education (Continued)

Teaching Guide: (Taken from Sportsmanlike Driving)

A. Chapter 17 - Buying, Insuring and Operating Your Car
B. Chapter 18 - Driving As Your Job
C. Chapter 19 - Traffic As You Want It

SEVENTEENTH WEEK

Driver Education (Continued)

Teaching Guide: (Taken from Sportsmanlike Driving)

A. Chapter 20 - Before You Start The Engine
B. Chapter 21 - Action: Automatic and Gearshift
C. Chapter 22 - Maneuvers

EIGHTEENTH WEEK

Driver Education (Continued)

A. Psycho-Physical Tests
    1. Reaction Time
    2. Depth Perception
    3. Peripherial Vision
    4. Steadiness Test

Suggested Activities: (For all Weeks of Driver Education Instruction)

1. View and discuss films.
2. Discuss the contributions of early automobile builders.
3. Discuss the changes in various lines of business because of the automobile.
4. Debate the statement: "Automobile accidents are due mainly to the human element."
5. Discuss the obligations of a driver in case of an accident.
6. Discuss in detail what should be done at the scene of an accident.
7. Write essays on the most effective methods to use in reducing accidents among young drivers.
8. Discuss the specific things that must be known about the gauges, safety aids, starting and controlling devices in the driver's compartment.
9. Prepare a check list of the items to be regularly inspected for maintaining safe and efficient car operation.

10. Prepare a report on insurance.
11. Conduct tests for vision and hearing.
12. Administer psycho-physical tests.
13. Develop a list of favorable driving habits.
14. Develop a list of physical and emotional qualities which a good driver should possess.
15. Demonstrate the laws of friction, momentum, and centrifugal force.
16. List and discuss the basic rules for intelligent driving.
17. Make posters illustrating uniform highway signs which are used throughout the country.
18. Discuss the dangers of trying to beat traffic lights and signals.
19. Demonstrate brakeage distance with automobile.
20. Discuss the three E's - Engineering, Education and Enforcement phase of the traffic safety program.

Reference: (For all Driver Education Instruction)

Book: Sportsmanlike Driving - American Automobile Association

Booklets:
Accidents Are Preventive - Kemper Insurance
Deft Drivers - Ford Motor Company
The Dishonor Roll - Henderson & Phillips Insurance
Driver's Handbook - Kemper Insurance
How to Earn the Keys to Dad's Car - Traffic Safety Department Ford Motor Company
How the Wheels Revolve - General Motors
Questions and Answers on the Motor Vehicle Code, Division of Motor Vehicles
The Real Fun of Driving - Chrysler Corporation
So You're Going to Drive - Pure Oil Company
The Best Drivers Make It Look Easy - Kline Chevrolet Sales
Trip Tips - The Continental Insurance Company
You Bet Your Life - Travelers Insurance Company
Your Safety Is In Your Hands - Kline Chevrolet Sales
We Drivers - General Motors

Films:
Anatomy of an Accident - Bell Telephone (N)
A Closed Book (S)
A Day in Court - Bell Telephone (N)
Care of the Car (S)
Crash and Live (S)
Driving at Night (S)
Driving Economically (S)
Driving in the City (S)
Driving on the Highway (S)
Driving Under Adverse Conditions (S)
Night and Bad Weather Driving (S)
One Second to Safety (S)
Parking the Car (S)
Practice Makes Perfect Drivers (S)
Signal "30" - Bell Telephone (N)
Trouble Shooting Your Car (S)
Problems of City Driving (S)
Wheels of Tragedy - Bell Telephone (N)
When You Are a Pedestrian (S)
Why of Automobile Lubrication (S)

You Bet Your Life (S)
Your Driving Habits (S)
Your Permit to Drive (S)
Automobile (N)
Safe Driving: The Defensive Driver (N)
Safe Driving: Techniques of the Skilled Driver (N)
Driving and Drugs (N)
Filmstrips: General Motors Kit (N)
Safety Behind the Wheel (N)

TENTH GRADE

FIRST WEEK

Emotional or Mental Health

Mental or emotional health is a condition of the mind that enables a person to maintain intellectual, emotional and social well-being. It is reflected in one's attitude and behavior.

A. Intellectual well-being means making the best possible use of inborn mental abilities.
B. Emotional well-being means controlling the emotions or feelings, such as love, hate, joy, sorrow, fear and anger.
C. Social well-being means getting along well with others. Everyone needs love and affection. A well-adjusted person is acceptable to his family and his community.

In this area of study we will learn the importance of mental health, some emotional illnesses, their causes and symptoms.

Word List:

1. adjustment
2. attitudes
3. deceit
4. emotions
5. habits
6. hobby
7. manners
8. insanity
9. intellect
10. inhibitions

Guide Questions:

1. What is mental health?
2. Of what importance is the study of mental health?
3. What is conscience and how is it related to mental health?
4. Is conscience a casual or dominant factor in behavior?
5. What is a mentally healthy person like?
6. What are some of the major factors that may affect mental health?
7. What are some characteristics of a mentally ill person?
8. What are some fallacies about mental health?
9. What are some ways of establishing sound mental health?
10. What is the difference between mental health and physical health?

Suggested Activities:

1. Make a mental health check list. (Evaluate yourself; rate - Excellent, Very Good, Good, Fair, Poor.)
2. Collect pictures from books displaying characteristics of a mentally healthy person.

Reference:

See Fifth Week

SECOND WEEK

Emotional or Mental Health (Continued)

Word List:

1. cerebral arteriosclerosis
2. fear
3. feeble-mindedness
4. hypochondria
5. manic-depressive
6. neurosis
7. personality
8. senile dementia
9. skills
10. response

Guide Questions:

1. What is feeble-mindedness and what are its degrees?
2. Does cerebral arteriosclerosis affect the young as well as the old?
3. How does one overcome fear?
4. How does senile dementia affect an individual?
5. What is personality?
6. How can personality be developed?
7. What is the relationship between personality and mental health?
8. At what age should the training of personality begin?
9. Describe the rapid changes in personality that occur during adolescence.
10. How does the personality work?

Suggested Activities:

1. Have pupils make a chart showing the different stages of personality development.
2. Have pupils write a brief paragraph describing someone's character.
3. Have pupils make a poster showing the degrees of feeble-mindedness.

Reference:

See Fifth Week.

THIRD WEEK

Emotional or Mental Health (Continued)

Word List:

1. delirium tremens
2. encephalitis
3. hallucinations
4. paranoid
5. paresis
6. partial paralysis
7. psychiatrist
8. psychoanalyst
9. psychologist
10. worry

Guide Questions:

1. What is the basic cause of delirium tremens?
2. The maintenance of mental health sometimes requires professional help. Distinguish between: (a) a psychologist, (b) a psychoanalyst, and (c) a psychiatrist.

3. What causes encephalitis and how does it affect an individual's mental abilities?
4. Describe partial paralysis. What affect does it have on mentality?
5. Is worry a disease?
6. What is visual hallucination?
7. What is paresis?

Suggested Activities:

1. Invite a psychiatrist or a psychologist to talk to the class.
2. Have students dramatize ways to overcome fear.

Reference:

See Fifth Week.

FOURTH WEEK

Emotional or Mental Health (Continued)

Word List:

1. epilepsy
2. hysteria
3. psychosis
4. psychosomatic diseases
5. rationalization
6. schizophrenia
7. stimulus
8. seizure

Guide Questions:

1. What is epilepsy and what are its causes?
2. Is hysteria a form of neurosis?
3. Explain psychosomatic diseases.
4. What is rationalization?
5. What are the four types of schizophrenia?
6. What is schizophrenia?
7. What is the relationship between seizure and epilepsy?
8. What is psychosis?
9. Distinguish between: (a) psychogenic disorders, (b) psychosomatic disorders, and (c) hysterical disorders.
10. What is a stimulus?

Suggested Activities:

1. Have students make a poster explaining the types of schizophrenia.
2. Make a check list to demonstrate the likes and dislikes of pupils.

FIFTH WEEK

Emotional or Mental Health (Continued)

Word List:

1. compensation
2. conversion
3. displacement
4. idealization
5. identification
6. introjection
7. projection
8. reaction formation
9. rationalization
10. sublimation

Guide Questions:

1. How can one attain good mental health?
2. How does one maintain a healthy mind?
3. What is meant by the following terms and how are they related? (a) idealization, (b) identification, (c) introjection.
4. Explain briefly the term "reaction formation."
5. Which one of these two terms is most often used? (a) compensation, (b) displacement.
6. What are aids for gaining and keeping mental health?
7. What are the aspects of personal fitness?
8. What are the three most important factors affecting personal fitness?

Suggested Activities:

1. Have pupils make a bulletin board with pictures showing desirable and undesirable behavior.
2. Have students write essays on "How To Maintain a Healthy Mind."

Reference:

Booklet: Understanding Yourself - Science Research Associates, Inc.

Films:
- Act Your Age (S)
- Angry Boy (S)
- Are You Popular? (N)
- Beginning to Date (N)
- Behavior (N)
- Building Self-Confidence (N)
- Control Your Emotions (S)
- Enriching Your Life (N)
- Friendship and Love (N)
- Frustration (N)
- Getting Along With Your Family (N)
- Good or Bad (N)
- How Can I Understand Other People? (N)
- Improving Your Personality (S)
- Let's Disagree Together (N)
- Making Friends (N)
- Mental Health (S)
- Needs, Satisfaction and Goals (N)
- Parents Are People Too (N)
- Personal Relationships (N)
- Personality and Physique (N)
- Should You Feel Inferior? (N)
- Shy Guy (S)
- Snap Out of It (S)
- So You Are Not Just Like Everybody Else (N)
- Understanding Myself (N)
- What Is Behavior? (N)
- When You Go To Work (N)
- Why Should I Care How He Feels? (N)
- Your Search for Self (N)

SIXTH WEEK

Individual Health Problems

Pupils should present problems in any area of health. The teacher should arrange them and assist pupils through discussions, reports and other media.

SEVENTH WEEK

Alcohol Education

The problems connected with the use of alcoholic beverages are so varied in their causes and effects, and so prevalent in everyday life, that it is essential that one have an understanding and general knowledge of the information in this area.

Word List:

1. addict
2. alcohol
3. alcoholic
4. Alcoholics Anonymous
5. anesthetic
6. brewing
7. depressant
8. distillation
9. drunkenness
10. fermentation
11. inebriate
12. inhibition
13. intoxication
14. sedative
15. stimulant

Guide Questions:

1. What is a beverage?
2. What is alcohol?
3. What is ethyl alcohol?
4. What is methyl alcohol?
5. What are the major classes of alcoholic beverages?
6. What are the methods of making the most common alcoholic beverages?
7. Do all alcoholic beverages have the same amount of alcohol in them? (a) brews, (b) wines (c) distilled beverages.
8. Trace the course of ethyl alcohol in the human body.
9. What effects does alcohol have on the body? (a) nervous system, (b) digestive system, (c) respiratory system, (d) circulatory system.
10. List some outward manifestations produced by alcohol.
11. Is alcohol a food?
12. Is alcohol a narcotic or a stimulant?
13. Where does alcohol come from?
14. How did the use of alcohol for beverage purposes begin?
15. Do all people now use alcoholic beverages?
16. What are the differences between alcohol problems of primitive peoples and the people of today?

Suggested Activities:

1. Have pupils make a bulletin board display showing the methods of making alcoholic beverages.
2. Have a physician come to the class and explain the effects of alcohol, pro and con, on the human body.

Reference:

See Eighth Week

EIGHTH WEEK

Alcohol Education (Continued)

Word List:

See Seventh Week

Guide Questions:

1. Why do people use alcoholic beverages? (a) beginner, (b) occasional, (c) confirmed.
2. What are some reasons given by individuals who use alcoholic beverages?
3. Do non-alcoholic beverages affect an individual in the same way as alcoholic beverages?
4. How may the adverse effects of alcoholic beverages be controlled?
5. What are the present attitudes of people toward the use of alcoholic beverages?
6. What are the accepted facts established by science in regard to the effect of alcoholic beverages?
7. What are the relationships of the use of alcoholic beverages and the law courts?
8. What are the relationships of the use of alcoholic beverages and family life?
9. What are some cures for the alcoholic?
10. What are some sources of help for the alcoholic?
11. Is the use of alcohol a moral problem?
12. What is the significance of alcoholism?

Suggested Activities.

1. Invite parents and representatives of the community to visit the health class.
2. Have students make a daily record of accidents that are caused by persons who have been drinking.
3. Have students evaluate advertisements and printed materials concerning alcoholic beverages.

Reference:

Books: Health and Human Welfare, Burkheard, Chambers and Maroney
Your Safety and Health, Clemensen and LaPorte
Health and Achievement, Cockefair and Cockefair
Modern Health, Otto, Julian and Jother
Booklet: The Problem - Alcohol, Narcotics - A Handbook for Teachers - Texas Alcohol Narcotics Education, Inc.

Films: Alcohol and the Human Body (N) (S)
Alcoholism (S)
Filmstrips: Alcohol and You - Part I (N)
Alcohol and You - Part II (N)

NINTH WEEK

Individual Health Problems

Pupils should present problems in any area of health. The teacher should arrange them and assist pupils through discussions, reports and other media.

TENTH WEEK

Drug Abuse Education

Word List:

1. abuse
2. addict
3. addiction
4. amphetamines
5. barbiturates
6. benzedrine
7. benzedrex
8. bromides
9. cocaine
10. codeine
11. demerol

Guide Questions:

1. What is a narcotic?
2. What are the effects of narcotic drugs on the body?
3. What are some of the proper uses of narcotic drugs?
4. What are the names of the most commonly used narcotic drugs?
5. How are narcotics derived?
6. How does drug addiction develop?

Suggested Activities:

1. Discuss drugs such as LSD and their effects, and tell why they are not allowed on the market.
2. Have students do research on the duties of the Food and Drug Administration and report to the class.

Reference:

See Twelfth Week

ELEVENTH WEEK

Drug Abuse Education (Continued)

Word List:

1. dilaudid
2. dependence
3. depressant
4. glue
5. hallucinogen
6. heroin
7. intoxication
8. LSD
9. marihuana
10. mescaline
11. methamphetamine
12. morphine

Guide Questions:

1. What are the harmful effects of narcotic drugs?
2. Why do people become addicts?
3. How do drug users differ from drug abusers?
4. What are some characteristics of an addict's personality?
5. Discuss the use of sleeping pills.

Suggested Activities:

1. Invite a local pharmacist, Food and Drug Administration physician, or chemist to discuss the use of drugs with the class.

Reference:

See Twelfth Week

TWELFTH WEEK

Drug Abuse Education (Continued)

Word List:

1. narcotic
2. novacaine
3. paragoric
4. peyote
5. pharmacology
6. phenobarbitol
7. psychedelic
8. "peddler"
9. "pusher"
10. "reefers"
11. tolerance
12. withdrawal

Guide Questions:

1. What is the difference between stimulant and depressant drugs?
2. What is a volatile chemical?
3. What is the difference between a drug "pusher" and a drug "abuser?"
4. What is being done to decrease the illegal use of narcotic drugs?
5. What methods are used to cure drug addiction?
6. What is by far the best cure for drug addiction?

Suggested Activities:

1. Make a bulletin board displaying the helpful and harmful uses of drugs.
2. Have students make narcotic notebooks.

Reference:

Booklets: The Problem - Alcohol, Narcotics - A Handbook For Teachers, Texas Alcohol Narcotics Education, Inc.
Drugs - Facts On Their Use and Abuse - Scott, Foresman and Company.
Films: Drug Addiction (S)
Dangers of Narcotics (N)
Narcotics and You - Part I (N)
Narcotics and You - Part II (N)
Alcohol and Narcotics (Set) (N)
LSD - The Acid World - Guidance Associates (N)

THIRTEENTH WEEK

Individual Health Problems

Pupils should present problems in any area of health. The teacher should arrange them and assist through discussions, reports and other media.

FOURTEENTH WEEK

Smoking

Word List:

1. tobacco
2. lungs
3. tar
4. cilia
5. nervous system
6. nicotine
7. filters
8. cancer
9. blood vessels

Guide Questions:

1. What is tobacco?
2. What is the substance that enters the body when tobacco is smoked?
3. How does smoking affect an athlete? (a) physically (b) psychologically.
4. What are cigarette filters?
5. Does smoking cause lung cancer?
6. What is the substance that may accumulate on the teeth of heavy smokers?

Suggested Activities:

1. Ask pupils to tell how smoking may irritate and slow down the functions of the organs and systems of the body.
2. Show and discuss a film on the harmful effects of smoking.
3. Distribute pamphlets and other printed material for home use.

Reference:

See Fifteenth Week

FIFTEENTH WEEK

Smoking (Continued)

Word List:

See Fourteenth Week

Guide Questions:

1. What effect does smoking have on the nervous system?
2. What effect does smoking have upon the heart and blood vessels?
3. What are some reasons given by people who smoke?
4. What effect does smoking have upon the stomach and nutrition?
5. Does smoking decrease life expectancy?

Suggested Activities:

1. Have a committee of pupils report on studies showing the ill effects of smoking on athletes.
2. Have a group of pupils evaluate advertising of tobacco products.
3. Have pupils make a chart showing the cross-section of the lungs and discuss how the collection of tar hinders the work of the cilia.

Reference:

Films and booklets from the American Cancer Society.

SIXTEENTH WEEK

Consumer Health Education

Consumer education for health products, practices and services is becoming increasingly important and should be included as a part of the school health education instruction program. Teen-agers account for approximately twenty-five million of the nation's population while nearly half of the population is under twenty-six years of age. The affluency of our society has made student purchasing power a real economic force that the business community is tapping in their sales appeal and advertising. Frequently this information is far from factual; in many instances the information is not only misleading but false.

The American Medical Association and the National Health Council are so concerned about medical quackery that they have held several national conferences to determine ways to curtail quackery.

Local, State and Federal health agencies are striving to protect the consumer, to curb and control medical fakes and false advertising, and to educate an uninformed public of the unscrupulous that would prey on their desire for health to their own profit.

Changing health information, new drugs coming on the market at the rate of 50-100 yearly, scientific and technological advancement, changing state and federal laws, better law enforcement, wide publicity about quackery, fakes and fads, and increasing national awareness should aid in increasing consumer health education.

Authorities and Agencies That Help Protect Consumers and Their Functions

1. Federal Food and Drug Administration
    a. Established when Congress enacted Food and Drug Act of 1906 to regulate the manufacturing and marketing of food and drugs.
    b. Law revised in 1938 to include cosmetics, to improve standards for food and drugs, to establish standards of identity and quality and fill of containers, to improve sanitation of factories and warehouses, and to improve production and distribution of products.
    c. 1962 revision included a pesticide chemical amendment, food additive amendment, color additive amendment, adequate safety testing of chemicals, placing responsibility of test and safety on promoter, and the Kefauver-Harris Amendment with requirements that a new drug must be "effective as well as safe."
    d. Advertising other than labeling is not regulated by the Federal Drug Administration.
2. Federal Department of Agriculture
    a. Inspects and grades meats, poultry and vegetables and distributes educational materials.
3. Federal Post Office Department
    a. Curbs fraudulent advertising through the mail.
4. Federal Trade Commission
    a. Regulates interstate shipments of products.
5. City and State Health Departments
    a. Protect citizens by offering medical services, controlling food handling and supplying various laboratory services.
6. American Medical Association
    a. Licences and regulates medical services and advises the consumer on these services.
    b. Keeps American Medical Directory - a list of all physicians in the United States.
7. American Dental Association
    a. Gives information on dentrifrices, mouth washes and dental services.
8. American Cancer Society, the Heart Association and the Tuberculosis Association
    a. Promote research in the cause, prevention and cure of diseases and develop educational information materials for distribution.

Organizations and Individuals Associated With Medical Quackery

1. National Health Federation
    a. Promotes food fadism, nutrition nonsense and dissemination of dubious medical information and health food and promotes antifluoridation. The organization advocates "freedom-of-choice" in matters of health.
2. American Academy of Applied Nutrition
3. Health Food Promoters - Health Stores

4. Health Lecturers
    a. Promote health foods, vitamins, gadgets and special cookery.
5. Health by mail order
6. Chiropractors
7. House-to-house practitioners who are salesmen, not doctors

Word List:

1. alcohol
2. cancer
3. chiropractors
4. coloring
5. consumer
6. disease
7. doctor
8. drugs
9. fads
10. fake
11. food
12. fraudulent
13. narcotics
14. nutrition
15. pesticides
16. protection
17. quackery
18. smoking
19. television
20. wise buyer

Guide Questions:

1. What is the best weapon against quackery, fad diets, and superstitions?
2. What are the sources of reliable information?
3. What are some of the laws governing the sale of drugs?
4. What devices are used to sell nostrums?
5. How do quacks lure so many patients?
6. What agencies work for consumer protection?
7. What requirements are enforced by the Food and Drug Administration?
8. What is the authority of the Federal Trade Commission?
9. What role does the Post Office Department play in consumer protection?
10. What other Federal agencies are active in consumer protection?
11. What two professional organizations assume responsibility for consumer protection?
12. What two private organizations aid the consumer?

Suggested Activities:

1. Have students set up guidelines for evaluating materials, products and health services.
2. Have discussion on the objectives of the Food and Drug Administration in determining guidelines for the consumer. Display a packet from the Food and Drug Administration on consumer protection.
3. Have pupils bring in printed materials pertaining to health for discussion and evaluation by the class.
4. Invite guest speakers from the local Health Department, the Police Department or the Food and Drug Administration to talk to the class.
5. Have students compare advertising slogans and determine facts and fallacies of each.
6. Have a class discussion on food fads. Determine facts and fallacies about nutrition.
7. Have someone prepare a report on Ralph Nader and his contribution to consumer protection.

Reference:

Public service organizations from which reliable, up-to-date free or inexpensive material may be secured are:

American Medical Association, Bureau of Investigation, 5135 Dearborn St.,
  Chicago, Illinois 60610
American Cancer Society, Inc., 219 E. 42nd St., New York, New York 10017
American Dental Association, 211 E. Chicago Avenue, Chicago, Illinois 60611
Arthritis Foundation, 1212 Avenue of the Americas, New York, N. Y. 10036
Federal Trade Commission, Bureau of Deceptive Practices, Washington, D. C.
Food and Drug Administration, Department of Health Education and Welfare,
  Washington, D. C. 20204
National Better Business Bureau, Inc., 230 Park Avenue, New York, N. Y.
National Health Council, 1740 Broadway, New York, New York 10019
Local Sources:
  Norfolk City Health Department
  Blue Cross - Blue Shield
  Norfolk County Medical Association
  Norfolk Chamber of Commerce
  Norfolk Better Business Bureau

Films: Consumer Protection (N) (S)
  So Much For So Little (S)
  The State of Virginia Health (S)
  The Medicine Man (S)
  Your Health Department (S)
Filmstrip: Consumer Problems (Food and Nutrition) (N)
Book: Medicine Show, Consumer's Union, Mount Vernon, N. Y. 1963
Periodicals: Good Housekeeping
  "Health Foods: Are They Nutritional Quackery?" Vol. 165: p. 189, September 1967.
  "Unproven Cancer Cures That Give Hope". Vol. 166: pp. 177-9, May 1968.
  "What You Should Know About Arthritis Quacks". Vol. 169: pp. 70-1+, August 1969. (Condensed Version: "Worst of the Medical Swindlers: The Arthritis Quacks". Readers Digest, Vol. 96: pp. 98-102, January 1970.)
  " Facts on Food Quackery". Vol. 170: p. 6, February 1970.
  Journal of Health, Physical Education and Recreation, Vol. 36: 2, pp. 23-32, February 1965, "Education for Consumer Protection", contains the following articles:
    "How Safe is Our Food?", Roe, Robert S.
    "First Facts About Drugs", Kelsey, Drances D.
    "Health Education vs Medical Quackery", Trawick, James L.
    "New Teaching Materials on Consumer Health", Cunningham, Mary E.
  Today's Health
  "Doctor Abrams: Dean of Machine Quackery", Vol. 44: pp. 20+1, April 1966.
  "Amazing Facts About A Crusade That Can Hurt Your Health", R. L. Smith, Vol. 44: pp. 30-5+, October 1966.
  "Who's To Blame for Nutrition Nonsense?" Vol. 45: pp. 20-21, May 1967.
  "Mail Order Doctoring Still A Menace", R. L. Smith, Vol. 45: p. 20-3, June 1967. (Readers Digest condensed: "Menace of Mail Order Medicine", Vol. 91: pp. 111-4, October 1967.)
  "To Lose Weight Without Diet and Other Myths," Vol. 45: pp. 16-18, November 1967.

"Use as Directed: Excerpts From Facts on Quacks, What You Should Know About Health Quackery," Vol. 45: pp. 14-15, December 1967.
"Facts on Quacks," Vol. 46: pp. 57+, February 1968.
"AMA-FDA Raps Diet-Pill Fad," Vol. 46: p. 82, April 1968.
"Showcase of Charlatanism: National Museum of Medical Quackery," Vol. 46: pp. 54-5, September 1968.
"Food Fads and Frauds: Adaptation of Address Delivered by F. J. Stare," Vol. 47: pp. 88+, March 1969.
"Health Books: Reader Beware," R. L. Smith, Vol. 47: pp. 30-3+, April 1969.
"Frauds Who Prey on Shaky Marriages," J. Kaplan, Vol. 47: pp. 19+, June 1969.

SEVENTEENTH WEEK

Personality Development

Personality is the sum total of one's character traits which influences attitudes, behavior and good health habits. People are different in many ways. Each has a different physical, mental and emotional make-up. Each has his own particular ideas and interests, his own way of looking at things. Some differences are easier to see than others, such as physical ones.

The purpose of this area of study is to help one find out his differences and to find out more about his personality.

Word List:

1. abilities
2. awkward
3. conventional
4. different
5. emotions
6. habits
7. ideas
8. individual
9. interests
10. pleasant
11. popular
12. sense of humor
13. traits
14. unconventional

Guide Questions:

1. What is personality?
2. How is personality developed?
3. What are the three factors that affect personality development?
4. Why are people different from one another?
5. What part does personality play in boy-girl relationships?
6. Is personality inherited?

Suggested Activity:

1. Have students dramatize the good and bad points of personality.

Reference:

See Eighteenth Week

Personality Development (Continued)

Word List:

See Seventeenth Week

Guide Questions:

1. What is the relationship between appearance and personality?
2. How does environment mold personality?
3. How are habits developed?
4. What part does family life play in personality development?
5. How are good manners related to personality?
6. What is meant by the term "split personality?"

Suggested Activities:

1. Have pupils make charts showing how appearance and manners mold personality.
2. Have pupils evaluate their own personalities.

Reference:

Booklet: Exploring Your Personality, William E. Henry - Science Research Associates.

ELEVENTH GRADE

PHYSIOLOGY OF EXERCISE

Since a basic knowledge of physiology is indispensable to any health course, and since public interest in health instruction is growing, there is a need for some compactly organized information pertaining to the physiology of exercise to be made available to our teachers. This is written in an attempt to meet that need. It is hoped that the material presented here will guide teachers toward successful instruction in the physiology of exercise.

The material in this chapter is designed for eleventh grade health classes. Its aims are to encourage students to gain a better understanding of the way the body operates and to present general information concerning the benefits of exercise to the body, with the hope that the students will apply this information in everyday living.

The human body is a very complex and versatile machine made up of many organs and systems, each with its special task to perform in order to keep the machine running properly. These are not found in compartments. All systems are closely interrelated and compactly arranged within the body.

Eight systems of the human body - their parts, their functions, and the effects of exercise upon them - are outlined on a weekly basis.

FIRST WEEK

Skeletal System

The human body is like a house in many ways. The strength of the entire structure depends on its framework, to which all of the other parts are fastened. The framework gives definite form, but unlike the house, the body must have support and be able to move. The body's framework consists of over 200 bones of various shapes and sizes. We will study the skeletal system and the other systems of the body from the following points of view:

1. Anatomical - study of structure
2. Physiological - study of function
3. How each system is affected by exercise.

Word List:

1. anatomy
2. appendicular skeleton
3. axial skeleton
4. cancellous tissue
5. collagen
6. compact tissue
7. fontanel
8. marrow
9. medullary cavity
10. longitudinal arch
11. osseous tissue
12. ossification
13. periosteum
14. physiology
15. pituitary
16. sinus
17. sternum
18. suture
19. thyroid
20. transverse arch
21. vertebrae

Guide Questions:

1. Name the systems of the body.
2. What are the functions of the skeletal system?
3. How strong are bones? How can you account for the great strength of bones?
4. What are the functions of the ridges and bulges on bones?
5. What is the composition of bone tissue?

Suggested Activities:

1. Have pupils draw and label the various parts of a long bone.
2. Demonstrate what happens to bone tissue when it is burned or left in a weak acid.

Reference:

See Third Week

SECOND WEEK

Growth and Function of Bones (Skull)

Word List:

See First Week

Guide Questions:

1. How many bones make up the body at birth? How does this compare to the number of bones in an adult's body?
2. What is meant by ossification in relation to bones of the cranium?
3. What are the primary functions of the bones of the skull? How many bones are in the skull?
4. What are the air spaces in the bones of the skull called and what is their function?
5. What is the relationship between a suture and a fontanel?
6. What is a suture and how many are there in the skull?

Suggested Activities:

1. Draw the skull, and have students locate the following bones: frontal, parietal, occipital, temporal, maxilla, and mandible.
2. Obtain a skull and show the various parts.

Reference:

See Third Week

THIRD WEEK

Types of Bones and Their Functions

Word List:

See First Week

Guide Questions:

1. What are the four kinds of bones? Name a bone of each type.
2. What is a vertebra? Where are the vertabrae located? How are they shaped and what is their function?
3. How many ribs does an adult human have? What are they attached to and by what are they attached?
4. Why are ribs attached the way they are?
5. What is the difference between the axial skeleton and the appendicular skeleton?
6. Locate the longitudinal arch and the transverse arch.

Suggested Activities:

1. Make a list of the scientific names for bones, and let students locate them on the skeleton and give their common names.

Reference:

Books: The Wonderful Human Machine - American Medical Association
Physiology of Exercise - Morehouse and Miller, C. V. Mosby Co.
Films: The Skeleton (N) (S)
The Human Body - Skeleton (S)
Improving Your Posture (N) (S)
Posture and Exercise (S)
Filmstrip: Bones and Muscles (N)

FOURTH WEEK

Muscular System

Word List:

1. belly
2. cardiac
3. circular coat
4. connective tissue
5. contractability
6. cramp
7. elasticity
8. extensibility
9. glucose
10. glycogen
11. hemorrhage
12. hernia
13. involuntary
14. irritability
15. ligament
16. longitudinal coat
17. muscle
18. smooth
19. spasm
20. sprain
21. strain
22. stimuli
23. striated
24. tendon
25. tone
26. visceral
27. voluntary

Guide Questions:

1. What is a muscle?
2. Give the structure, location and function of skeletal muscles.
3. Since muscles are attached to bones and movement can be produced by a contracting muscle, what determines the direction of movement?
4. What are the three types of contraction of a skeletal muscle?
5. What happens to a muscle when it contracts?
6. What is the difference between a tendon and a ligament?

Suggested Activities:

1. Locate muscles on chart or own body. Outline them on student's body.
2. Explain how muscles get their names.
3. Demonstrate what happens when different muscles contract.
4. Assign exercise and explain what muscles are functioning.

Reference:

See Fifth Week.

FIFTH WEEK

Muscle Development and Injuries, Their Causes and Possible Corrections

Word List:

See Fourth Week

Guide Questions:

1. What are the needs of the body in relation to physical exercise?
2. How does the body lose water?
3. Why does the body need salt?
4. What determines the quality of athletic performance?

Suggested Activities:

1. Discuss athletic injuries, how they occur, how they can be prevented, how they can be recognized and what to do if they occur.
2. Discuss how to improve one's figure or physique through exercise.
3. Invite a guest speaker from a local health spa to talk to the class.

Reference:

Books: The Wonderful Human Machine - American Medical Association
Physiology of Exercise - Morehouse and Miller, The C. V. Mosby Company, St. Louis, Missouri. (Teacher Reference)
Filmstrip: Muscles
Graphic Health Chart - A. J. Nystrom Company, Chicago, Illinois

SIXTH WEEK

Circulatory System

The circulatory system is the transportation system of the body. This system takes the cells everything they need to do their work and takes away from them the wastes that result from the work. If we are to know what to expect from the circulatory system and how to improve it, we must understand some of the basic facts about its structure, its operation, its limitations, and its disorders. In this unit you will learn something about the marvels of blood and its uses inside and outside the body.

Word List:

1. alveoli
2. aorta
3. atrium
4. capillary
5. cardiac
6. coagulate
7. coronary sinus
8. diastole
9. erythrocytes
10. fibrin
11. hemoglobin
12. inferior vena cava
13. leucocytes
14. mitral valve
15. papillary muscle
16. plasma
17. platelets
18. pulmonary artery
19. pulmonary vein
20. semi-lunar valve
21. septum
22. sphincter
23. sphymomanometer
24. stethoscope
25. superior vena cava
26. systole
27. tricuspid valve
28. vein
29. ventricle
30. venule

Guide Questions:

1. List some interesting facts about the role the heart plays in life.
2. How efficient is the heart?
3. What type of muscle tissue makes of the heart and how does it differ from other muscle tissue?
4. Name the functions of the following: inferior vena cava, superior vena cava, tricuspid valve, mitral valve, semi-lunar valve, aortic arch, coronary sinus, atrium, ventricle, pulmonary system, septum and papillary muscles.
5. What causes the sounds of the heart?

Suggested Activities:

1. Draw and label the parts of the heart.
2. Trace a drop of blood as it travels through the heart and pulmonary system.

Reference:

See Seventh Week

SEVENTH WEEK

Blood: Its Components and Their Functions

Word List:

See Sixth Week

Guide Questions:

1. What is the composition of blood? What is the function of each part?
2. What happens to the blood as it flows through the pulmonary system?
3. What is pulse and why is it taken by a doctor?
4. What is the average pulse rate and how is it determined?
5. What is blood pressure and what influence do the terms systole and diastole have upon it?
6. What is pulse pressure?

Suggested Activities:

1. Have pupils take and record pulse.
2. Have someone who can take blood pressure come in and demonstrate.
3. Demonstrate how the pulse rate changes when one lies down, sits up, stands, and exercises.

Reference:

Books:	The Wonderful Human Machine - American Medical Association
	Physiology of Exercise - Morehouse & Miller, C. V. Mosby Co.
Films:	Circulation (N) (S)
	Circulation of Blood (S)
	Control of Body Temperature (S)
	Heart and Circulation (N) (S)
	Hemo the Magnificent (N) (Available from C & P Telephone Co.)
	Human Body - Circulatory System (N)
	Work of the Blood (N)
Filmstrip:	Circulatory System (N)

There are four films that can be used in conjunction with the booklet Temple of the Future. These may be obtained from the Tidewater Heart Association.

EIGHTH WEEK

Respiratory System

The respiratory system is the ventilation system of the body. We need oxygen in order to live. We get oxygen from the air we breathe. Taking in air is inspiration or inhalation; breathing out air is expiration or exhalation; the two together are called respiration or breathing. Respiration is a life process of all living things. The main purpose of respiration is to supply the cells of the body with oxygen and rid them of the excess carbon dioxide which results from oxidation. Respiration also helps to equalize the temperature of the body and get rid of excess water. In teaching this unit, it is important that a knowledge of the structure and function of the respiratory system and an understanding of conditions which predispose one to physical illness or which obstruct the efficient functioning of this system should be carefully taught so that the pupil may intelligently protect himself against physical illness.

Word List:

1. adenoids
2. alveoli
3. bronchioles
4. cilia
5. diffusion
6. diaphragm
7. epiglottis
8. eustachian tube
9. external respiration
10. expiration
11. glottis
12. halitosis
13. humidity
14. inspiration
15. intercostal muscles
16. internal respiration
17. larynx
18. oxygen debt
19. pharynx
20. pleura
21. second wind
22. sinuses
23. thoracic cavity
24. tidal air
25. tonsils
26. trachea
27. vital capacity

Guide Questions:

1. Define and explain respiration, internal respiration, and external respiration.
2. What part do the nose and the nasal cavity play in respiration?
3. What is the epiglottis and what is its function?
4. How do inspiration and expiration occur?
5. What is the difference between the air inspired and the air expired?
6. How may air passages become obstructed? Why is it important to remove these obstructions?

Suggested Activities:

1. Draw and label the parts of the respiratory system.

Reference:

See Ninth Week

NINTH WEEK

Respiratory System (Continued)

How the Body's Heating and Cooling System Operates in Maintaining Efficiency

1. Factors within the body which affect the heat producing system:
    a. The body obtains its heat through the process of oxidation. The amount of heat produced and the amount of heat lost from the body are balanced so as to maintain a normal temperature at 98.6 F.

   b. Anything which increases the rate of oxidation in the cells will increase temperature. The body is warmed in several ways.
      (1) Muscular exercise increases the oxidation of sugar in the blood because of the demand of the muscles for energy.
      (2) Excitement stimulates the adrenal and thyroid glands, causing an increase of the metabolic rate.
      (3) Low external temperature stimulates the adrenal gland and heat production.
      (4) Shivering produces heat by causing the skeleton muscles to rapidly contract and relax.

2. External factors may affect the body's heat regulating mechanisms.
   a. External temperature is such a factor. Very warm air absorbs little or no heat from the body and causes increased perspiration. Very cold air absorbs heat too rapidly and causes the body to become chilled. Proper temperature takes up heat as fast as the body throws it off.
   b. Moisture, when in the air in large amounts, prevents the evaporation of perspiration. Air that is too dry tends to dry and irritate the linings of the nose and throat, making one susceptible to colds and more sensitive to cold temperatures because the body moisture evaporates too fast.
   c. Movement of air increases heat loss by evaporation and by direct radiation of heat from the body. One should be aware of drafts and sudden changes in temperature which cause too rapid loss of body heat.
   d. Clothing regulates the loss of heat by evaporation and radiation. Loose clothing permits air about the body to be changed but not too rapidly. Underclothing should be of this type. The outer clothing should be suitable to the season of the year.

3. The body's method of controlling the loss of heat is complex.
   a. The heat regulating center consists of nerve groups located in the lower part of the brain. These groups respond to stimulation from the skin and to changes in the temperature of the blood.
   b. The dilation and contraction of the capillaries in the skin regulate the release of heat. When one is warm, the skin capillaries dilate, drawing more blood there to be cooled. When one is cold, the skin capillaries contract and thus hold heat in the body.
   c. Radiation of heat from the skin, plus such factors as the amount and type of clothing worn, the amount of fat beneath the skin, and the temperature of the air influence the rate of loss of heat from the body.
   d. Evaporation of perspiration cools the body. Temperature, moisture, and movement of the air affect evaporation of perspiration.
   e. Warming of air to be exhaled by the lungs also affects the rate of heat loss.

Word List:

See Eighth Week

Guide Questions:

1. What factors within the body increase temperature?

2. What external factors affect the body's heat-regulating mechanisms?
3. How does the body control the loss of heat?

Suggested Activities:

1. Have students study a large diagram of the heart, lungs, and blood vessels. Have them locate and give a simple explanation of the functions of the following: (1) larynx, (2) trachea, (3) bronchial tube, (4) and (5) upper and lower lobes of the left lung, and (6) the heart and large blood vessels.
2. Have some students demonstrate how physical activity affects the length of time they can hold their breath. Have another student record on the blackboard the length of time in seconds that each of the students can hold his breath (1) sitting quietly, (2) after walking one minute, (3) after "running in place" for two minutes. Ask volunteers to explain the results.
3. Organize a class debate on the question: Are sports and physical education activities better for developing the chest and lungs than deep-breathing exercises?
4. Ask students to bring in ads of products that are supposed to prevent or cure (1) halitosis, (2) common cold, (3) sinus infection, (4) hay fever. Analyze these ads in class on the basis of the following points: (a) claims made, (b) accuracy of statements, (c) proof offered, (d) appeal to consumer, (e) cost, (f) value to consumer.
5. Arrange a demonstration of lung capacity as indicated by blowing water out of a jar overturned in water.

Reference:

Books:	The Wonderful Human Machine - The American Medical Association Physiology of Exercise - Morehouse and Miller, The C. V. Mosby Company, St. Louis, Missouri. (Teacher Reference)
Films:	Breathing (S) Healthy Lungs (N) Heart, Lungs and Circulation (N) Human Body: Respiratory System (N) Human Respiration (N) Mechanisms of Breathing (N) (S) Oxygen (N) Respiration (N) The Larynx (S)
Filmstrip:	Respiratory System (N)

TENTH WEEK

Digestive System

The digestive system or food tract is a factory, a cleverly planned mechanism, containing some remarkable machines. This important mechanism requires care and attention regularly. The efficiency of the human body's factory will astonish you when you come to understand it. The factory process you are about to study is called digestion. Digestion is the process by which food is broken down into smaller particles, or molecules, for use in the human body. This unit, then, will discuss the chemical and physical processes which change food into forms that can be used by the body cells; the disorders and diseases of the digestive tract; and the hygiene of the digestive tract.

A. The Digestive System
   The digestive system consists of the alimentary conal and the accessory glands. The functions are to receive, digest, and absorb food and eliminate some wastes.

B. The Alimentary Canal and Its Parts
   The alimentary canal is a long tube through which food is taken into the body and digested. It is about thirty feet long, or five or six times the height of a man. The alimentary canal is lined throughout with soft, reddish mucous membrane. This membrane is a thin tissue which contains glands that secrete digestive fluids.

   1. Digestion in the mouth
      a. By chewing, the solid foods are refined, moistened, and prepared for swallowing.
      b. The food is mixed with saliva from three pairs of salivary glands (parotid, sublingual, and submaxillary).
         (1) Saliva softens and moistens the food.
         (2) Saliva contains an enzyme, ptyalin, which starts the process of changing starches into simple sugars that is continued in the stomach.
      c. The mucous of the mouth and pharynx serves as an aid in swallowing.
      d. Liquid foods and masticated solid foods are forced into the esophagus by the contraction of the muscles of the throat and passed through the esophagus by peristalsis.
   2. Digestion in the stomach
      a. The upper portion of the stomach acts as a storehouse and stores food until it can be churned. Here ptyalin continues to change starches to simple sugars.
      b. The food is churned by peristaltic waves which mix the food with gastric juice.
      c. Gastric juice, secreted by glands in the lining of the stomach, contains hydrochloric acid, pepsin, and rennin.
         (1) Hydrochloric acid neutralizes the action of ptyalin, aids in digestion of proteins, prevents the growth of bacteria, and helps to regulate the passage of food to the small intestine.
         (2) Pepsin begins the digestion of proteins, changing them into peptones (liquid proteins).
         (3) Rennin curdles milk.
         (4) Lipase begins the digestion of fats, converting them into fatty acid and glycerol.
      d. The length of time food remains in the stomach varies. When the food has been well liquified and acidified, the pyloric valve opens and permits a small quantity to enter the small intestine.
   3. Digestion in the small intestine
      a. The digestion of foods, which was started in the mouth and continues in the stomach, is completed in the small intestine. Most of the work is done in the first half of the small intestine, especially the duodenum, where the bile, pancreatic, and intestinal juices are mixed with the chyme.

        (1) The bile is produced by the liver. Bile contains no enzyme, but assists an enzyme of the pancreatic juice in its work by breaking fat into tiny globules.
        (2) The pancreatic juice which enters the duodenum from the pancreas contains the enzymes trypsin, amylase or amylopsin, and lipase or steapsin. Trypsin changes the undigested proteins and peptones into amino acids. Amylase, or amylopsin, changes into simple sugar the starches and double sugars that have escaped digestion in the mouth and stomach. Lipase or steapsin splits fats into fatty acids and glycerol.
        (3) The intestinal juice, secreted by the walls of the small intestine, contains the enzymes erepsin and the sugar enzymes maltose, lactose, and invertase.
        Erepsin completes the digestion of proteins. Maltose, lactose, and invertase complete the digestion of sugars.
    b. The absorption of digested foods takes place in the small intestine for the most part. The small intestine is lined with tiny finger-like projections called villi. The digested foods are absorbed into blood capillaries and lymph vessels of the villi by the process of osmosis.
        (1) Fatty acids and glycerol (digested fats) are absorbed through the lacteral (lymph tube) into the lymphatic system by which they reach the blood indirectly.
        (2) Amino acids and simple sugars (digested proteins and carbohydrates) are absorbed directly into the blood stream. They are carried to the liver for further chemical changes or for storage until needed.

4. The work of the large intestine
    a. The undigested substances and the little digested food which passes into the large intestine contain indigestible substances (cellulose), surplus water, dead cells from the lining of the digestive tract, the residue of digestive juices, and numerous harmless bacteria.
        (1) The right half of the large intestine absorbs a large part of the water.
        (2) The left half is primarily a storage reservoir from which at intervals the feces are pushed into the rectum for periodic elimination.
    b. Outside the junction of the small intestine with the large intestine is a small finger-like projection, the vermiform appendix. It has no function.

Word List:

1. alimentary canal
2. assimilation
3. bile
4. chemical
5. chyme
6. colon
7. constipation
8. dentine
9. duodenum
10. enamel
11. enzymes
12. gall bladder
13. glands
14. indigestion
15. lacteals
16. mechanical
17. osmosis
18. pancreatic juice
19. peristalsis
20. ptyalin
21. pulp cavity
22. pylorus
23. saliva
24. sphincter muscles
25. teeth
26. tongue
27. villi

Guide Questions:

1. What has to happen to food that is eaten before it is used by the cells?
2. How is digested food used by the cells?
3. How does the way one lives affect digestion?

Suggested Activities:

1. Have students examine a diagram illustrating the structure of the alimentary system. Have them locate and give a simple explanation of the functions of the (1) esophagus, (2) stomach, (3) small intestine, and (4) large intestine. Have them explain why the pancreas and liver are connected with the small intestine. Ask them to indicate the approximate locations of their own digestive organs.
2. Call on volunteer students to explain, with the aid of diagrams, how food is chewed, swallowed and moved along the digestive tract.
3. Procure copies of the folder and poster illustrating and explaining the Basic 7 Method of Food Selection (from the U. S. Department of Agriculture, Bureau of Human Nutrition and Home Economics, Washington, D. C.) for use in a class project on diet selection. Set up an actual food display of the seven basic food groups with the aid of the students.
4. Have students cut out advertisements of foods and laxatives and bring them to class for critical discussion.
5. Have students give special reports on the following: (1) the teeth, kinds, their structure and importance; (2) diseases or disorders of the digestive system; (3) ways of keeping this system in good working order; (4) the tongue, its structure and function.

Reference:

Books: The Wonderful Human Machine - American Medical Association
Physiology of Exercise - Morehouse & Miller, C. V. Mosby Co.
Films: Alimentary Tract (N) (S)
Digestion of Foods (N) (S)
Digestion (Reel 1) (S)
Digestion (Reel 2) (S)
Learning About Your Bodies (S)
The Human Body: Digestive System (S)
The Human Machine (S)
Filmstrip: Digestive System (N)
Graphic Health Chart - A. J. Nystrom Company, Chicago, Illinois.

ELEVENTH WEEK

Digestive System (Continued)

The Common Digestive Disorders and the Emotional Factors Affecting Digestion

1. Appendicitis (inflammation of the appendix)
   a. Cause: Its cause is imperfectly understood, but neglected constipation, intestinal poisoning, and habitual overeating are thought to be contributory.
   b. Symptoms of acute appendicitis:
      (1) Persistent pain in the abdomen (not necessarily over the appendix).
      (2) Nausea
      (3) Fever (in early stages there may be no fever).
   c. Precautions: If there is any suspicion of appendicitis, never give a laxative or use an enema, massage, or hot water bottle.
2. Cancer of the stomach or intestines
   a. Symptoms: Cancer of the stomach rarely produces definite symptoms early in the disease. The early symptoms are nothing more than mild indigestion. If the cancerous growth is allowed to continue, it finally obstructs the digestive tract and leads to other conditions which result in death.
   b. The condition can be cured if diagnosed early.
3. Constipation (infrequent and difficult defecation)
   a. The common causes of constipation are:
      (1) Failure to establish the habit of evacuating the rectum at a regular time each day, when feces enter it and produce a desire for defecation
      (2) Lack of sufficient liquids, roughage, and thiamin (Vitamin B_1) in the diet
      (3) Lack of sufficient exercise
      (4) A sagging of the intestine and stomach, due to flabby abdominal muscles
      (5) Abuse of laxatives, which increases the tendency toward chronic constipation.
   b. The symptoms of constipation are headache, lassitude, depression, irritability, bad breath, loss of appetite, and general dullness.
   c. Measures which will help to prevent and correct constipation are:
      (1) Eating a normal balanced diet that contains foods which provide bulk, foods which contain thiamin, and foods which have a tendency to form gas in the intestine
      (2) Making a regular habit of defecation
      (3) Taking regular exercise
      (4) Relaxing and resting
      (5) Drinking sufficient water.
4. Diabetes
   a. Diabetes results when the pancreas does not secrete enough insulin, thus preventing the cells of the body from oxidizing or storing sugar.
   b. Heredity or overweight are two contributing factors.
   c. Some of the symptoms of diabetes are excessive thirst, drinking and passing enormous amounts of water, loss of weight, and in severe cases loss of consciousness (coma) and death.
5. Diarrhea
   a. Diarrhea is a prominent cause of death of children under ten years of age.
   b. Careless use of unclean articles is responsible for most of these infections.
   c. Adequate care in the selection and preparation of food and better sanitation are necessary if the disease is to be eliminated.

6. Food allergy
    a. An allergy is a special sensitiveness to certain types of food which may produce a skin rash, hives, asthma, headache, or digestive upset.
    b. Physicians may discover the cause of an individual's allergic condition. In some instances persons outgrow allergic conditions.
7. Indigestion (incomplete and difficult digestion)
    a. The chief causes of indigestion are improper selection and preparation of foods, overeating and undereating, fatigue, mental strain, emotional upsets, lack of exercise, allergies, and organic diseases.
    b. Exercise, care in diet, and freedom from "stress and strain" are important in preventing or in correcting this condition unless the disturbance is a symptom of disease.
8. Jaundice (presence of bile in the blood)
    a. A stoppage of bile duct causing the bile to enter the blood may be caused by:
        (1) Inflammation which has spread to the gall bladder and its ducts from the near-by stomach because of the irritation from undigested food there
        (2) Congestion caused by bacteria carried in the blood
        (3) The passage of a large gallstone into the main duct.
    b. The symptoms of jaundice may vary in severity according to the amount of the bile absorbed into the blood, from a mild yellow color of the whites of the eyes, to a slowing of the heart, severe headaches, anemia, and extreme nervousness.
    c. The diagnosis and care of this trouble require the skill of a physician.
9. Ulcers, stomach and duodenal
    a. The cause of ulcers of the stomach and duodenum is not known. They are, however, associated with nervousness, worry, eating under tension, and infections of the sinuses, teeth, tonsils, and appendix.
    b. Methods of treatment should be prescribed by a physician; they usually include rest, special diet, and sometimes remedial operations.
10. Emotional Factors Which Affect Digestion of Food
    a. Fear, worry, anger, pain, nervous fatigue or strain, and excitement check the flow of digestive juices and inhibit the muscular activity of the alimentary tract.
    b. These emotions cause certain digestive disorders, such as heartburn and stomach and duodenal ulcers.

External Factors Which Aid Digestion of Food

1. Peace and quiet, cheerful but not overstimulating companionship, appetizing food with attractive surroundings, and table service are factors which favor good digestion by promoting a good secretion of digestive fluids and the proper muscular activity of the alimentary tract.

Hygienic Requirements

1. Eat a balanced diet at regular times. Be sure to include fruits and vegetables to give the colon the bulk it needs.

2. Eat meals at a leisurely pace to give time to chew food thoroughly.
3. Avoid nervous tension and emotional upsets, especially at mealtime. Arguments and unpleasant discussions at the dinner table interfere with normal stomach and intestinal activity.
4. Exercise. Walking especially stimulates activity of the digestive organs.
5. Drink water with meals to aid digestion and help avoid constipation. One or two glasses with each meal should be enough.
6. Try to establish regular toilet habits, but remember the time and frequency of bowel habits will vary with individuals.

Word List:

See Tenth Week

Guide Questions:

1. What digestive disorders are common today? Why?
2. How can these disorders be prevented?
3. How can constipation be prevented?

Suggested Activities:

See Tenth Week

Reference:

See Tenth Week

TWELFTH WEEK

Excretory System

Just as it is necessary for a factory to provide some means of disposing of waste products, so is it necessary for the body to get rid of its waste. The excretory system is the elimination or cleansing system which constantly filters waste from the body at various places. The waste products of the body are carbon dioxide, water, organic and inorganic salts, hair, nails, dead skin, and the indigestible and undigested portions of foods eaten. To these may be added the dead and living microorganisms constantly excreted in large numbers in the feces. All of these wastes are classed as excreta, and the process by which they are removed from the body is called excretion, or elimination.

The content of this unit is directed particularly toward the proper functioning of the kidneys, ureters, bladder and urethra and toward the hygiene of the kidneys. Also, it is recognized that a unit such as this, which covers only a week's work, will, to be effective, require much follow-up activity to insure its success.

The Excretory System

The excretory system consists of the urinary organs; i.e., the kidneys, ureters, bladder, urethra, and also the respiratory and digestive systems and the skin. The function of the excretory system is to eliminate the waste products that result from cell activity. (The digestive and respiratory systems and the skin are discussed under other units.)

The Urinary Organs

1. The kidneys
   a. Structure of the kidneys
   In structure the kidneys are a pair of bean-shaped organs, each a little smaller than the fist and about a quarter of a pound in weight, lying back of the abdominal cavity and outside its lining, at the level of the lower ribs. They are surrounded by pads of fat and are well protected by the large muscles of the back, which lie nearby. They are rarely injured except by sudden, sharp, direct "kidney blows." Sometimes, especially in slender persons with little fat around the kidneys, they may sag and become "floating." The right kidney lies a little lower than the left, to make room for the liver.
   b. Physiology of the kidneys
   The funtion of the kidneys is to separate urea and other waste materials from the blood. This waste is excreted from the body in the form of urine.
2. The ureters
   a. Structure of the ureter
   The ureter is a tube leading from each kidney to the urinary bladder.
   b. Physiology of the ureters
   Two small tubes, the ureters, carry the waste matter from the kidneys to the bladder. Each kidney has a ureter about as large as the quill of a crow's feather.
3. The bladder
   a. Structure of the bladder
   The bladder is a hollow muscular organ situated in the pelvic cavity behind the pubis, in front of the rectum in the male, and in front of the anterior wall of the vagina and the neck of the uterus in the female. It is a freely movable organ but is held in position by folds of peritoneum and fascia.
   b. Physiology of the bladder
   The bladder serves as a reservoir for the reception of urine. Its capacity varies. When moderately distended, it holds about one pint.
4. The urethra
   a. Structure of the urethra
   In the female the urethra is a narrow membranous canal which extends from the bladder to the external orifice, the meatus urinarius. It is placed behind the symphysis pubis and is embedded in the anterior wall of the vagina. Its diameter, when undilated is about 6mm. (¼ inch), and its length is about 3.8 cm. (1½ inches). The male urethra is about 20 cm. (8 inches) long.

b. Physiology of the urethra
The urethra receives the urine from the bladder and discharges it from the body.

Kidney Diseases

1. Uremia, a disease in which the kidneys fail to relieve the blood of waste products from the tissues
2. Nephritis, an acute or chronic bacterial inflammation of the kidneys (Formerly both of these conditions were called Bright's Disease, a name which has now been discarded medically.)
3. Kidney stones, abnormal mineral deposits in the kidneys

Hygiene of the Kidneys

1. An adequate supply of liquids is needed in the diet. The average person needs between eight and ten average glasses (8 oz.) of fluid each day. This amount should be increased on hot days, when a large amount of water is lost through the skin. Water washes waste products from the excretory organs.
2. Normal exercise is beneficial to the kidneys, primarily because it improves circulation.
3. It is believed that "hollow-back posture" may sometimes interfere with normal kidney function and produce albumin in the urine.
4. The use of foods or beverages containing large amounts of pepper, ginger, and other spices may temporarily cause frequent urination and burning sensations.
5. Severe and prolonged chilling of the body, especially following vigorous exercise, may cause congestion and injury.

Word List:

1. carbon dioxide
2. cirrhosis
3. defecation
4. diabetes
5. excretion
6. feces
7. glomerulus
8. kidney stones
9. meatus urinarius
10. nephritis
11. perspiration
12. urea
13. uremia
14. ureter
15. urethra
16. urinary bladder
17. urine
18. urinalysis

Guide Questions:

1. What should one know about the excretory system?
2. Why is an adequate amount of water necessary for the body?
3. What are some of the disorders of the excretory system? How can they be prevented?
4. What should one learn about the structure and function of the kidneys, the ureters, the bladder, and the urethra in order to understand their relationship to the excretory system?

Suggested Activities:

1. Diagram and label the parts of the urinary system.

2. Have students give reports on the following:
   a. Disease or disorders of the kidneys
   b. The importance of an analysis of the urine
   c. Measures to keep the kidneys healthy.
3. Have students bring in advertisements of patent medicines and cures for kidney diseases. Evaluate these in the light of what is taught in this unit.
4. Have students examine a diagram illustrating the structure of the urinary system. Have them locate and give a simple explanation of the function of the (1) kidneys, (2) ureters, (3) urinary bladder, (4) urethra, and (5) the large veins and arteries that supply the kidneys.

Reference:

Books:	The Wonderful Human Machine - American Medical Association Physiology of Exercise - Morehouse & Miller, The C. V. Mosby Company, St. Louis, Missouri. (Teacher Reference)
Films:	Elimination (S) Work of the Kidneys (S)
Filmstrip:	The Glandular System (N)

THIRTEENTH WEEK

Individual Health Problems

Pupils should present problems in any area of health and exercise in relation to health. The teacher should arrange them and assist pupils through discussion, reports and other means. Problems of behavior, boy-girl relationships, family living, and personal health should have priority.

FOURTEENTH WEEK

Reproductive System - Male

There are many reasons why every student should understand, as well as he may or can, the various complicated functions by which the race reproduces itself and by which the family comes into existence and is held together as a unit. How this information may be transmitted correctly to the pupil is a problem of the utmost consequence to the success of this unit and the program.

In teaching this unit, emphasis should be placed on the benefits of participating in wholesome physical and recreational activities, the importance of interpreting the delicate balance between the physical and the psychological aspects of adolescent development, and the value of making intelligent adjustments to environmental conditions when necessary.

Word List:

1. chromosome
2. fallopian tube
3. gene
4. glans
5. gonads
6. mammary gland
7. menopause
8. menstruation
9. ovary
10. ovulation
11. penis
12. prostate gland
13. puberty
14. reproduction
15. seminal vesicles
16. sperm
17. testicles
18. uterus
19. vagina
20. vas deferens

Guide Questions:

1. What happens to a boy's body when he reaches puberty?
2. What are the parts of the male reproductive system and what is the function of each part?
3. Where are the male reproductive cells produced? What part does the sperm play in reproduction?
4. What happens when the sperm unites with the female egg?
5. What determines the characteristics of a child?

Suggested Activities:

1. Have students draw and label the parts of the male reproductive system.

Reference:

Books: Physiology of Exercise - Morehouse and Miller, The C. V. Mosby Company, St. Louis, Missouri. (Teacher Reference)
Booklets: Approaching Adulthood - American Medical Association
The Miracle of Life - American Medical Association
Films: Generation to Generation (N)
Developing Your Personality (N)

FIFTEENTH WEEK

Reproductive System - Female

Word List:

See Fourteenth Week

Guide Questions:

1. Learn the functions and location of the following: ovary, fallopian tube, uterus and vagina.
2. What is meant by the terms ovulation and puberty?
3. How does the female reproductive cell compare in size to all other cells in the body?
4. What is the function of the mammary gland and when does it become functional?

Suggested Activities:

1. Have students draw and label parts of the female reproductive system.

2. Have students work out a menstrual cycle.

Reference:

See Fourteenth Week

SIXTEENTH WEEK

Human Growth and Development

Reproduction

1. Reproduction is the means by which new life is brought into existence.
2. Sexual type depends upon the union of two cells, one of which is produced by the male and one by the female organism.

The Gonads

1. Male - The testes produce male reproductive cells called sperm.
2. Female - The ovaries produce female reproductive cells called ova.
3. These glands influence changes which occur in body development during puberty according to the sex of the individual. Changes which occur at this time produce secondary sex characteristics.
   a. Breasts develop and body contour changes with girls.
   b. Change in pitch of voice and growth of beard occur in boys.
4. Secretions of the gonads are greatly influenced by a hormone produced by one portion of the pituitary gland.
5. The gonads enable the race to perpetuate itself.
   a. The creation of new life is brought about by the union of an ovum and a sperm cell.
   b. When two ova are fertilized simultaneously and grow, they produce unidentical twins. When one fertilized ovum splits into two separate, distinct halves and grows, the result is identical twins.
   c. The fertilized ovum imbeds itself in the wall of the uterus and grows for a period of nine months, during which time it is fed through the blood stream of the mother.
   d. Normal birth is brought about by a process of muscular contractions.

Heredity

1. Heredity is the transmission of potential characteristics from parents to children.
2. One member of each pair of chromosomes comes from each parent.
3. Paired chromosomes contain factors for similar or alternative traits.
4. Dominance may be complete, partial, or absent.
5. Factors for recessive characteristics may be carried through generations, developing into characteristics only when the dominant factors are not present.

The Influence of Environment

Every individual is a product of both heredity and environment. Inherited characteristics are fixed, but acquired characteristics, or those which are obtained through education and experience, are flexible.

How well the individual rounds out his total self with acquired characteristics depends on how successfully he makes adjustments to his environment. Among the factors in the environment which influence individual development are the home, the school, and the community. The teacher should have students report on the school, home, and community in relation to the topic in question.

Effect of Exercise on the Reproductive System

Transitory modifications of menstrual function among athletic women disappear with the cessation of programs of heavy exercise. Muscular work has a favorable influence on some. There should be no prohibition of moderate physical activity during the menses. Exercise has no detrimental effect upon fertility, and the imposed increase in the strength of the musculature of the pelvic floor resulting from participation in competitive athletics appears to have no pathological influence on childbirth.

Word List:

1. acquired
2. adolescence
3. characteristics
4. childhood
5. chromosomes
6. dominant
7. environment
8. heredity
9. hybrid
10. infancy
11. maturity
12. recessive

Also See Fourteenth Week

Guide Questions:

1. Explain how heredity influences the characteristics of an individual.
2. Explain how various factors in the environment influence the development of an individual.

Suggested Activities:

1. Have students make a list of the ways in which they resemble their parents. If they think any given characteristic is due mainly to heredity, mark it H; if due mainly to environmental influences, mark it E. Those traits in which they resemble their mother, mark M, and those traits in which they resemble their father, mark F. Have them explain why they resemble their parents in some ways, yet in others they are different.
2. Organize a class debate on the question: Can baby rats with stub tails be produced by cutting off the tails of the parent rats for several generations?
3. Have students explain in simple words the meaning of such terms as genes, chromosomes, inherited characteristics, acquired characteristics, dominant traits, heredity, environment, eugenics and euthenics.
4. Conduct an informal discussion on the factors to be considered in preparing for marriage and family life.
5. Discuss the reasons why some families seem to live together happily, while others do not.
6. Discuss the characteristics of adolescence in relation to knowledge gained about the reproductive system.

Reference:

See Fourteenth Week

SEVENTEENTH WEEK

The Nervous System

Man, in his struggle for survival, has communicated with others in one manner or another since his beginning. This has brought forth some of the world's greatest inventions as a means of contact far and near. The activities carried on by the remarkable inventions is marvelous, but none of these can compare with the two-way communication system of the body, the nervous system. This system, the untouchable, is highly regarded because of its ability to bring together the activity of several millions of cells into a functioning unit. In this unit we shall study the parts, functions, abnormalities and diseases of this system and note how it is affected by exercise.

Word List:

1. afferent nerves
2. autonomic system
3. axon
4. cerebellum
5. cerebral cortex
6. cerebrum
7. cerebro-meningitis
8. dendrites
9. efferent nerves
10. frontal lobe
11. ganglion
12. gray matter
13. habit
14. impulses
15. insanity
16. medulla oblongata
17. occipital lobe
18. parietal lobe
19. peripheral system
20. reflex action
21. solar plexus
22. spinal cord
23. synapses
24. white matter

Guide Questions:

1. What are the main parts of the central nervous system?
2. What is the autonomic system and how does it work?
3. What are the functions of the nervous system?
4. Explain the relationship of the central nervous system to behavior.
5. How are habits formed?
6. Name and describe the effects of the various abnormalities and diseases of the nervous system.
7. How does exercise affect the nervous system?

Suggested Activities:

1. On a chart have students locate the main parts of the nervous systems and tell the function of each.
2. Have students make special reports on the following topics: reflex action, conditioned reflex action.
3. Have a discussion on such questions as: What are the location, the composition, and the function of the nervous system and the autonomic nervous system? What are the diseases which damage the brain and the spinal cord?

Reference:

Books: The Wonderful Human Machine - The American Medical Association
Physiology of Exercise - Morehouse & Miller, The C. V. Mosby Company, St. Louis, Missouri. (Teacher Reference)
Films: How the Nervous System Works (N)
Human Body: Nervous System (N)
The Nervous System (N) (S)

EIGHTEENTH WEEK

Unlimited Horizons in Health Careers

Approximately one out of every seven persons is admitted to a hospital for a health problem each year in the U.S.A. Each of these persons requires the services of approximately twenty-nine persons to care for him. These twenty-nine health workers represent a wide variety of professions, technologies, and supportive occupations. The horizons in these new, evolving, and exciting health careers are limitless.

There are three levels of educational preparation for health workers today:

1. Professions
2. Technologies
3. Vocations

In general, the national trend now is for the universities and other institutions of higher learning to have educational programs for the professions. For example, physicians, dietitians, professional nurses, physical therapists, occupational therapists, pharmacists, and medical record librarians are prepared in a university setting. Eighteen to twenty universities now have schools of allied health professions. Virginia Commonwealth University in Richmond has a Department of Allied Health Sciences.

The community college is beginning to concentrate on the technologies such as radiology technicians, medical record technicians, physical therapy assistants medical office assistants, and nursing.

Vocational education as a part of the public school system, has for many years cooperated with local health agencies in training workers for the health occupations. Currently, Health Occupations are these occupations in which individuals provide supportive services to professions primarily concerned with health, such as medicine, pharmacy, nursing, medical technology, physical therapy, and dentistry. Persons in these health roles may render therapeutic, preventive, diagnostic, restorative, and rehabilitative services.

Word List:

1. therapeutic
2. preventive medicine
3. diagnosis
4. rehabilitation
5. profession
6. technician
7. vocation
8. medical technologist
9. physical therapist
10. physician
11. registered nurse
12. licensed practical nurse
13. pharmacist
14. occupational therapist
15. medical record librarian
16. hospital administrator
17. dentist
18. certified laboratory assistant
19. optician
20. electrocardiograph technician
21. audiologist
22. recreation therapist
23. speech pathologist
24. X-ray technician
25. dietitian

Guide Questions:

1. What institutions are involved in preparing health career workers?
2. What are the three main levels of health career workers according to the length of time involved in training?
3. How many members of the health team providing care to hospitalized patients require a four-year college degree?
4. What are the main personal requirements for all members of the health team?

Suggested Activities:

1. Have students obtain estimates of the average cost of hospitalization to one patient for one week.
2. Have students discuss innovative ways of reducing cost with emphasis on preventive health.
3. Have students prepare a scrapbook and/or posters depicting the primary functions of health career workers prepared in educational programs requiring the following lengths of preparatory time:
    a. One year or less of training
    b. Two-three years of post-secondary training
    c. Four-eight years of post-secondary training.
4. Have students interview several health workers of their choice with emphasis on job opportunities, job responsibilities, and salary range. Students could then report on their findings.
5. Invite selected members of the health team to visit the classes as guest speakers.

Reference:

Books: Horizons Unlimited - American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60610. (Student text)

Filmstrips: Four filmstrips in color with accompanying records on Health Careers are available from the Department of Library and Audio-Visual Services. The filmstrip and accompanying record are packaged in a kit. The twelve-inch record is designed for both automatic and manual projectors. In addition to containing the filmstrip and record, each kit contains a teacher's guide.

These filmstrips and records are designed to introduce students to some of the many occupations in the allied health fields. A brief description of each kit follows:

Kit I - HEALTH CAREERS

An introduction to 23 occupations related to medicine and to health. A first step toward interesting young people in paramedical careers. 57 pictures. 13 minutes' narration by a "candy-striper".

Kit II - HEALTH CAREERS

Seven occupations requiring a year or less of training after high school: Medical stenographer; EEG, EKG, surgical, tissue (histology) technician; licensed vocational (Practical) nurse. 50 pictures, 13 minutes' narration.

Kit III - HEALTH CAREERS

Six fields that can be learned in two to three years' training after high school: computer personnel; dental hygienist; medical and orthopedic assistant; X-ray and cyto-technician. 47 pictures, 16 minutes' narration and comment.

Kit IV - HEALTH CAREERS

Professions in rehabilitation which require college and/or advanced degrees: physical therapy, occupational therapy, speech therapy, audiology, orthoptics. 51 pictures, 16 minutes of narration by several therapists.

You can obtain one or more kits from the Department of Library and Audio-Visual Services through the established procedure for Norfolk City Schools.

Films: Horizons Unlimited, American Medical Association

Brochures, posters, and career references:
Virginia Health Careers
100 East Franklin Street
Richmond, Virginia 23219

Public Health Services and Voluntary Agencies

Word List:

1. avian bacilli
2. bacteriology
3. bovine bacilli
4. hemotology
5. housing sanitation
6. larviciding
7. mycology
8. orthopedic
9. parasitology
10. serology
11. veterinary
12. vital statistics

Guide Questions:

1. What is the purpose of the public health service?
2. What are the kinds of public health services?
3. What are the schools' responsibilities?
4. What are the responsibilities of the health departments?
5. What are the responsibilities of the welfare department?
6. What are some other departments that have services to offer?
7. What service does the Red Cross give?
8. What are some other voluntary agencies? What services do they give?
9. What are the functions of the local health department?
10. What is done in each of the following divisions?
    a. Division of Vital Statistics
    b. Division of Communicable Diseases
    c. Division of Medical Services
    d. Division of Laboratories
    e. Division of Maternal and Child Health
    f. Division of Veterinary Services
    g. Division of Sanitation
    h. Division of Health Education
11. What is done by the Mosquito Control Commission in Norfolk?

Suggested Activities:

1. Collect articles on health agencies.
2. See the movies Rodney and Defending the Cities' Health.
3. Invite a person from the health department to describe his work.
4. List and discuss some of the local sanitary laws.
5. As a class project make a study of our city in order to secure information for special reports or class discussions regarding the provisions made for the health, safety and general welfare of its citizens.

References:

Booklet: Know Your Health Department, Department of Public Health, Norfolk.
Films: City Water Supply (N)
Clear Water (S)
Community Sanitation (N)
Defending the Cities (S) (N)
Functions of a City (N)
Growth of Cities (S)
Health (N)
Maintaining Community Health (N)
The Water We Drink (N)
Water For the Community (N)
Your Health Department (S)

INTRAMURAL PROGRAMS

> It should not be forgotten that it is through play that the path is opened toward occupations of a later age, and it is for this reason that the majority of games are imitations of work and action which will be used later in life.
>
> Aristotle (350 B. C.

INTRAMURAL PROGRAMS

Intramural sports serve as a laboratory for the instructional classwork in physical education. Since the need for instruction is so great, adequate time is not available for actual game participation in the required class program. The intramural sports program provides adequate time for game participation since it is outside of the class instruction period.

OBJECTIVES

The program of intramural sports attempts:

1. To provide pupils with the proper supervision, space, facilities, and equipment to carry on their leisure time activities.
2. To instill within each individual the desire to use his leisure time more profitably.
3. To provide pupils who are not physically able to participate in varsity athletics with an opportunity to participate in activities of their own choice which they enjoy.
4. To serve as an extension of the instructional program.

DUTIES OF INTRAMURAL DIRECTOR

1. Directors are required to spend not less than one hour each day outside of the regular school day organizing and promoting the intramural program.
2. Directors are required to keep accurate results of each activity on permanent record cards.
3. Directors must be present at all events on the day their school is scheduled for a program such as a city-wide tournament.
4. Directors shall be familiar with the intramural awards system and follow it closely.
5. Directors should be familiar with the mechanics of the city-wide tournaments and cooperate closely with the city-wide chairmen. The directors shall be present at all city-wide events.
6. Directors shall submit names, division and sex of school winners to city-wide chairmen at least one week prior to city-wide meets.
7. City-wide chairmen should submit a copy of winners immediately to the Physical Education Office and call in results of tournaments to newspapers.

8. Directors must obtain parental permission slips from all pupils who are to participate in city-wide tournament prior to tournament. All pupils should have insurance. The school insurance is recommended.

9. Directors, during the months of November through February when there is conflict between the intramural program and the inter-scholastic program for use of school facilities in the afternoon, may schedule the intramural program in the morning prior to the opening of the school day and on afternoons prior to inter-scholastic contests. All efforts must be made to carry on an effective program after school when facilities are available.

10. Directors must keep a record of number of participants and submit a report of the school intramural program results. Blanks are furnished for this program.

11. All entries for all city-wide activities must be in the physical education office at the date shown on the announcement (one week prior to the event). This regulation will be enforced and pupils whose names are not entered at this date will be ineligible to participate.

12. All directors are expected to have representation in all city-wide grade levels as outlined in the directive from the central office.

13. A daily quota of 50 is a standard that will be expected. This includes informal and formal activities. In the senior high, during basketball season, a morning program may be initiated to reach this quota.

14. All pupils involved in city-wide activities must have had a medical examination during the current year. These records are in the nurse's office. Any pupil having a history of rupture or heart abnormality must be re-examined prior to participation.

DUTIES OF INTRAMURAL LEADERS

Student Director

The student director is directly responsible to the school intramural director. He assists the school director in the entire program, recording points, serving as official, selecting officials, etc.

Managers

Each sport has a manager who is responsible for the proper functioning of the sport, compiling points, having equipment ready, starting contests on time, posting results, etc.

Officials

Officials are selected by the intramural director.

INTRAMURAL AWARDS SYSTEM

Point System

In team and individual activities, there must be individual school competition in order that points be awarded to members of the winning team or individual winners. Points will be awarded as follows to school winners only.

First Place Winners: 5 points awarded to each winner

Second Place Winners: 3 points awarded to each winner

Third Place Winners: 2 points awarded to each winner

Participation: 1 point awarded to each participant not winning first, second, or third place.

The one point for participation will not be used for monogram points if the pupil wins first, second, or third place in an activity.

a. There is to be no transferral of monogram points from junior high school to senior high school.

b. Monogram points are not awarded to city-wide winners.

Intramural Award Certificate

Students earning fifteen (15) or more intramural points shall receive an Intramural Award Certificate.

Monograms

Students earning twenty-five (25) or more intramural points shall receive a school monogram. Points accumulated and not sufficient for a monogram may be carried over to the next term, but points may not be transferred from junior high school to senior high school.

Stars

After a student has received one school monogram, he should be awarded a star for each ten (10) points thereafter, provided the equivalent in points for a monogram has been attained.

Participation Certificates

Certificates shall be awarded to all participants in all intramural events.

Scoring for Track and Swimming - School Meets

a. The individual scoring the highest number of points in these events will receive five monogram points.

b. Individuals scoring second highest number of points will receive three monogram points.

c. Individuals scoring third highest number of points will receive two monogram points.

Awards for Student Leaders

Student Director - Citation
Managers - Monograms
Officials - Five points toward monogram for each sport in which they officiate five or more games.

ELIGIBILITY RULES

1. All students who are enrolled in school are automatically eligible to enjoy all intramural privileges, unless they fail to comply with the other eligibility rules.

2. Any student who is or has been a member of a varsity or junior varsity team and has participated in one or more scheduled games or practice games shall be ineligible to compete in that particular intramural sport. The same regulation applies to pupils who bowl on civic league bowling teams. This rule shall be strictly enforced.

3. A player may be ruled ineligible to compete in future contests because of unsportsmanlike conduct refusal to abide by the decision of an official, or the use of improper language.

4. Students may be ruled ineligible to compete upon the decision of the intramural director for infractions of any rules of the program or any manner of conduct not in the best interests of the school.

INTRAMURAL REGULATIONS

No Admission Charge for Intramurals

There shall be no admission charge for intramural contests.

Intramural Competition Must Be Limited To Groups Within The School

The reason for this is obvious. If intramurals assume competitive aspects of interscholastics, their existence would be unnecessary. One exception to this, the city-wide tournaments, will be discussed later.

Intramurals Must Be Outside of Class Periods

Intramural tournaments and activities shall not be carried on during the class periods. Class periods are for instruction and should not be used for other purposes.

Rules

The same rules that are shown in the activity textbook, Physical Education for High School Students, will be used whenever possible.

Forms and Blanks

Intramural blanks for school tournaments may be procured from the physical education office. They are as follows:

General - Bowling Team Record Sheet
Results, Intramural Program
Annual Report
Intramural Entry Blank
Intramural Team Sport Schedule Form
Single Elimination Draw Sheet
High School Physical Proficiency Score Card for Grade 7 through 12 Boys, and Grade 7 through 12 Girls

Other - There are also score sheets for Basketball, Bowling, Table Tennis, Tumbling, Volleyball.

ORGANIZATION OF INTRAMURAL PROGRAMS

The success of intramural programs depends on the organization of the teams and individuals involved in the tournaments. Two plans should be used in planning the programs. They are:

Grade Level Plan

The majority of intramural tournaments and competition should be based on grade levels. In the junior high school, grades 7, 8 and 9 should be used, and in the senior high school, grades 10 and 11-12 are used. The following units are involved in this plan:

Physical education class. This plan involves teams selected from the various physical education classes and placed in tournaments that play before school, after school and during recess. Each grade level should be planned separately.

Homeroom plan. The homeroom is a practical, natural basis for organizing intramural tournaments. A captain is selected and he in turn selects a team. These teams are given to the director who plans the tournament. Grade levels should be observed.

Pupil-organized teams. A pupil may develop a team consisting of friends and associates in his or her grade. Teams developed in this manner are given to the director who in turn plans the tournament. Grade levels must be observed in planning tournaments.

Informal play. All tournaments should be preceded by a period of informal play. The purpose of this is to allow pupils plenty of time to practice.

Activities Involved in the Grade Level Plan

The majority of activities which constitute the intramural program are organized around the grade level plan. These activities are:

Bowling (Boys and Girls)

A. The bowling program should begin no later than the first week in October and end no later than the last week in January.

Basketball (Boys and Girls)

A. Basketball leagues in the senior high schools should be planned so that they will begin around the first of October and end not later than November 15, or prior to the beginning of inter-scholastic team practice. This is recommended in order to prevent conflict in use of facilities. (Junior high leagues should be run during the regular season - November through March.)

B. The leagues should be by grades.

C. Modification of Rules - Length of Quarters - Five Minutes
Time Between Quarters - One Minute
Time Between Halves - Five Minutes

D. Outside facilities and inside facilities should be used.

E. The tournament should be organized on a round-robin basis.

Volleyball (Boys and Girls)

A. The same regulations pertaining to beginning dates apply in organizing volleyball leagues in senior high as in point A under Basketball.

B. Number of players on team for all grade levels should be Boys 6, Girls 6.

C. Teams should be organized on a grade basis.

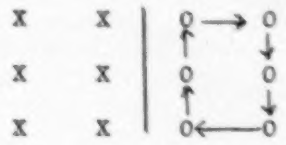
D. Outside facilities and inside facilities should be used.

E. The league should be organized on a round-robin basis with each team playing each other in the league once.

F. The score for each game shall be 15 points.

G. The placement and rotation of the players should be as follows:

For Boys and Girls (6)



H. The rules shown in Physical Education for High School Students should be followed in all other instances.

Softball (Boys and Girls)

A. Official softball regulations shall apply.

B. A game shall consist of three innings, except that no inning shall start after 4 p.m.

C. Girls follow slow pitch rules.

D. The league should be organized on a round-robin basis.

Touch Football (Boys only)

A. The rules shown in *Physical Education for High School Students* should be followed.

Table Tennis (Boys and Girls)

A. Both singles and doubles tournaments should be planned for table tennis.

B. The tournaments may be organized around the straight elimination plan.

Tennis (Boys and Girls)

A. Both singles and doubles tournaments should be planned for tennis.

B. The tournaments may be organized around the straight elimination plan.

Hockey (Girls)

A. The rules shown in *Physical Education for High School Students* should be followed.

Track (Boys)

Seventh Grade: 50 Yard Dash
Long Jump
440 Yard Relay

Eighth Grade: 100 Yard Dash
Long Jump
440 Yard Relay

Ninth Grade: 100 Yard Dash
Long Jump
440 Yard Relay
110 Yard Hurdles

Tenth Grade: Shot Put (8 lbs.)
100 Yard Dash
110 Yard Low Hurdles
440 Yard Dash
Long Jump
880 Yard Relay

Eleventh and
Twelfth Grades: Shot Put (12 lbs.)
100 Yard Dash
220 Yard Dash
440 Yard Dash
Mile Relay
Long Jump
110 Low Hurdles

Other Plans for Organizing Programs

There are several activities which should be organized irrespective of grade levels. These activities are described:

Tumbling (Boys Only)

A. One afternoon each week should be reserved for tumbling.

B. Tumbling intramurals should be developed around a tumbling club which meets a minimum of one day each week.

C. The basic tumbling skills taught in the instructional class should be practiced at all tumbling club meetings. These skills are:

1. Forward Roll
2. Backward Roll
3. Kip-up
4. Handspring (Back and Front)
5. Front Somersault
6. Back Somersault
7. Round-off
8. Balancing

Wrestling (Boys Only)

A. Wrestling should be planned around the standard weight classes. They are:

95 and under
96 through 103
104 through 112
113 through 120
121 through 127
128 through 134
135 through 138
139 through 145
146 through 154
155 through 165
166 through 175
over 175

B. Three one-minute rounds with one minute between rounds will constitute a match.

C. For junior high school, each round shall begin in referee's position on the mat, the first and third round positions being determined by a flip of a coin. The loser of the first-round coin flip has his choice of position at the start of the second round.

D. School eliminations are necessary. One boy from each weight class will participate in the city-wide meet.

Modern Dance

A. One afternoon of each week should be reserved for modern dance. This program should be planned to include the basic movements which are involved in modern dance.

CITY-WIDE INTRAMURAL TOURNAMENTS

These tournaments serve as culminating activities for the particular sport. Representatives from each school meet at a central location and participate for the city championships. All pupils who participate in city-wide intramural events must obtain a parental permission slip from the intramural director, have it signed by their parents, and return it to the intramural director prior to participation.

When an event is scheduled in a school, the intramural directors of the school will be chairmen of the event.

GENERAL REGULATIONS GOVERNING CITY-WIDE TOURNAMENTS

1. Participants must have participated in and won the school competition before entering any city-wide intramurals.
2. Monogram points are not awarded to city-wide winners. Medals or trophies may be awarded to city-wide winners. Certificates will be awarded.
3. The junior high school divisions (7, 8 and 9) will participate separately in all sports from the senior divisions (9, 10, 11 and 12).
4. All pupils must have parental permission, in writing, to participate in the city-wide tournaments.
5. All city-wide participants must have the insurance such as that provided by the school system.
6. All entries for the tournaments must be sent by the intramural director to the tournament director one week prior to the tournament date. Special forms are available.
7. Tournament chairmen are responsible for tournament arrangements and procuring competent officials.
8. All tournament results shall be compiled and sent to the Physical Education Office the day after the tournament.
9. Intramural blanks for tournaments and meets may be secured from the Physical Education Office. They are as follows:

   City-Wide Intramural Entries, Junior High
   City-Wide Intramural Entries, Senior High
   Parental Permission Slips
   Score Sheets for Basketball, Bowling, Table Tennis, Tumbling and Volleyball

Activities Involved in the City-Wide Programs

Table Tennis (Boys and Girls) - Winners of each grade from each school are eligible to play in the city-wide tournament.

Track Events (Boys Only)

Seventh Grade - 50 Yard Dash
Long Jump
440 Yard Relay

Eighth Grade - 100 Yard Dash
Long Jump
440 Yard Relay

Ninth Grade - 100 Yard Dash
Long Jump
110 Yard Hurdles
440 Yard Relay

Tenth Grade - Shot Put (8lbs.)
100 Yard Dash
110 Yard Low Hurdles
440 Yard Dash
Long Jump
880 Yard Relay

Eleventh and
Twelfth Grade - Shot Put (12 lbs.)
100 Yard Dash
220 Yard Dash
440 Yard Dash
Mile Relay
Long Jump
110 Yard Low Hurdles

Tumbling (Boys Only) - Winners in each grade of the individual school tournament may participate in the city-wide tournament. Events and scoring are as follows:

	Required (All Three)			Optional (Any Four)					
	Forward Roll	Hand Spring	Kip Up	Forward Roll	Hand Spring	Kip Up	Dive Fwd. Roll	Hand Stand	Cart-Wheel
Score	5	10	15	5	10	15	8	20	5

Official score sheets may be obtained from the Physical Education Office. Participants having the highest composite score win.

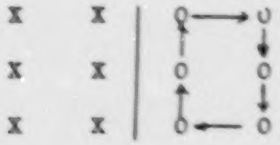
Volleyball (Boys and Girls) - The winning team from each grade is eligible for the city-wide tournament.

Number on Team - Junior and Senior Boys - 6, Junior and Senior Girls - 6. Fifteen points constitute a game. Tournaments may be on a time basis.

With the stated exceptions, rules from Physical Education for High School Students will be used. (Girls, p. 297, Boys p. 302)

Each round of the tournament will consist of one game with the exception of the finals which shall be two out of three games. The score for each game will be 15 points. Rotate clockwise.

For Boys and Girls (6)



Wrestling (Boys Only) - Wrestling will be organized on the junior high (7, 8, 9) and senior high (9, 10, 11, 12) divisions. Three one-minute rounds with one minute between rounds will constitute a match. For junior high school, each round will begin in referee's position on the mat, the first and third round positions being determined by a flip of a coin. The loser of the first round coin flip has his choice of position at the start of the second round.

Weight classes determine the participants in wrestling rather than grade levels. The classes are as follows:

95 and under
96 through 103
104 through 112
113 through 120
121 through 127
128 through 134
135 through 138
139 through 145
146 through 154
155 through 165
166 through 175
over 175

School eliminations are necessary. One boy from each weight class will participate in the city-wide meet.

Basketball - The winning school league in each grade level is eligible to participate in the city-wide tournament. Official basketball rules should be followed except for the following modifications:

Length of Quarters - Five Minutes
Time Between Quarters - One Minute
Time Between Halves - Five Minutes

Modern Dance - The modern dance program will be developed each year by a committee selected by the Director of Physical Education.

Tennis - The winners of each grade tournament are eligible to play in the city-wide tournament.

The city-wide tournament should be planned to include both singles and doubles competition.

COMMITTEE

GENERAL COMMITTEE

Clarence H. Buck, Jr.
Murdie Harris
Peggy F. Fardette
Alice C. Ferguson
Vivian Flowers
Grace Graves
Clifford H. Macklin
Alice Meacom
Ellis E. Murphy
Virginia Swift

REVISION COMMITTEE

Ora Lee Bell
Gene A. Byerly
Walter B. Clay
Bruce Peters
Sybil Stone
Gilbert Trotman